

K-12 Achievement Standards Teacher's Guide

to

Language Arts/Communications



Idaho Standards for Achievement

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Idaho's Standards for Excellence

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669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.

01. Languages and Communications. Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. Encouraging and enabling students to effectively use language remains one of society's most significant tasks. Educators, parents, and communities share responsibility in helping students prepare for productive performance. When students exit high school, they will be able to use reading, writing, listening, speaking, and viewing for personal use, as a citizen and consumer, in the workplace, for cultural enrichment, in the Fine Arts, and for lifelong learning.

02. Local District Book Lists. Local districts may determine book lists to support the Language Arts/ Communications Standards. If needed, the State Department of Education's English Language Arts Specialist can provide suggested grade-level lists.

670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - KINDERGARTEN, SECTIONS 671 THROUGH 675.

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

671. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word-recognition strategies to fluently read kindergarten materials.	
	Phonics/Phonemic Awareness	
	b. Using various techniques, identify and /or name two or more words that rhyme: <ul style="list-style-type: none"> - Complete phrases and sentences with rhyming words; - Produce a word that rhymes with a given word; - Recognize if two or more one-syllable words rhyme. 	i. Beginning with own name, identify rhyming words. Play such games as "Willaby Wallaby Woo." ii. Participate in such oral activities as rope chants, songs, poetry, and books that contain rhyming words. iii. Participate in such completion activities as Jack and Jill went up the _____. iv. Participate in such production activities as responding to a teacher's word with a rhyming word. v. Participate in such recognition activities to determine whether a pair of orally-presented words rhyme. (Repeat activity using various pairs of words both rhyming and non-rhyming.)
	c. Using varied techniques, orally segment: <ul style="list-style-type: none"> - Sentences into words; - Syllables into sounds; - Words into syllables and sounds. 	i. Using beans, push up a bean for each word within a sentence. ii. Use sign language to sign for each word within a sentence. iii. Beginning with students' names, clap out syllables. iv. When teacher says "Kim," student responds: "k/i/m."

	d. Orally blend phonemes into words.	i. After hearing beginning sound of a student's name and rest of the word, student blends into name: K...im...Kim. Teacher then says name without initial consonant, and student responds "im" and then "Kim." Teacher and students stretch names and words out s-l-o-w-l-y and then say them fast. (Reference to Open Court's Phonetic Awareness Program.)
	Phonics	
	e. Recognize names of upper and lower case letters.	i. Identify letter flash cards by naming sounds or letters. ii. Sort and name magnetic letters.
	f. Associate letters to letter sounds.	i. Complete a letter/sound worksheet. ii. Participate in letter games with the class word wall. (Refer to Patricia Cunningham's book <u>Kindergarten Month by Month Phonics</u> , 1998.) iii. Participate in substitution manipulation. (Substitute initial letter in familiar song such as "Row, Row, Row Your Boat" becomes "Tow, Tow, Tow Your Toat.")
	g. Identify beginning, middle, and ending letters in a word.	i. Label items around classroom that begin with a specific letter; teacher will write the word. ii. Participate in overhead games and activities that involve naming letters and sounds.
	Concepts About Print (CAP)	
	h. <ul style="list-style-type: none"> - Identify front of book; - Attend to print; - Use picture clues to support text; - Use story language; - Know where to start reading; - Move left to right across print; - Make return sweep to next line of text; - Match word by word; - Understand first and last of text, top and bottom of page, and order of pages for turning; - Read left page before right page; - Identify one or two letters; first and last letter, and capital letters; point to specific letter when requested; - Match upper and lower case letters; - Use beginning sounds and final letters. 	i. During shared reading, view modeled concept of print. ii. Revisit pocket charts, big books, and large print poems and songs. iii. Cut up sentence strips and reassemble. iv. Use pocket chart; participate in activities that enhance CAP, such as letter and word isolation, sound position, identifying word patterns. v. Join in and repeat patterns of repetitive text. vi. During guided reading, practice CAP that assessment has shown requires additional work. vii. During individual assessment with any assessment tool, participate in a running record on an appropriate book to demonstrate understanding of CAP.

	Reading Strategies	
	i.	- Draw on prior knowledge, discuss, and generate questions to predict text; - Prior to reading, preview illustrations and opening pages of a text, title page, and table of contents.
	Context Clues	
	j.	Use pictures and follow patterns to group meaning from print.
	Word Analysis	
	k.	Use beginning letter sounds and pictures to identify words in order to cross check.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a.	Offer relevant background information during pre-reading discussion.
	b.	Demonstrate understanding of vocabulary of story during post-discussion or story response.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a.	Retell a story that includes setting, plot, and characters.
	b.	Identify the following story elements within a literary text: - Character; - Setting; - Simple sequence of events, including clear beginning, middle, and end; - Problems and solutions.
	c.	Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.

	d. Distinguish between fiction and nonfiction and real and pretend.	i. Participate in class discussions to clarify understanding between fiction and nonfiction.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate resources for finding words in the classroom: - Word wall; - Color word chart; - Number word chart; - Familiar books; - Children's name labels and name tags; - Pictionary; - Computer; - Title page; - Dictionary.	i. After prompt, locate written words from around the classroom.
05. Read for technical information.	a. Identify five software icons located in the classroom and school.	i. After instruction, independently use classroom software.

672. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of steps of writing process: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.	i. Participate in writing process: • Listen and watch as teacher models steps for drafting a piece of writing, thinking aloud about what to write, how to sound out words, and writing sounds heard in words. • Brainstorm ideas and topics about what to write. • Write daily. • With assistance choose and develop topics. • Create text that includes material that is developmentally appropriate for kindergarten: pictures; dictated ideas about picture; scribble writing; letter strings; phonetic spelling (one or two letters to represent a word: "m" for monster, "lf" for laugh, and "c" for see). • Read own writing to classmates.
	b. Write legibly.	i. Correctly grip pencil. ii. Correctly form letters using district's handwriting curriculum.
	c. Use technology to create a piece for publication.	i. Use a word processing program to produce a piece of writing. (Student Writing Center or Kids Works.) • Type own name. • Type simple sentence (I love Mom). • Print and illustrate writing.

	d. Develop vocabulary.	i. Actively participate in rich literary reading activities: <ul style="list-style-type: none"> • Share and discuss vocabulary used in big books, fairy tales, nursery rhymes, fiction, and nonfiction books. • Create a word wall using high-frequency common words used in reading and writing such as the, is, Mom, house, love. • Create theme charts such as holiday words, words related to themes, dinosaur words, pets' names, family members' names. • Create color, word, and number charts. • Act out stories and plays.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions for the following: <ul style="list-style-type: none"> - Grammar; - Punctuation; - Capitalization; - Spelling. 	i. Use conversational language for writing. Students frequently write phonetically and use consonants to represent word such as "i" "c" "a" "dg" <ul style="list-style-type: none"> - I see a dog. ii. Reread own text for clarity. iii. Leave spaces between words. iv. Write from left to right and top to bottom. v. Begin a sentence with a capital letter. vi. End sentence with a period. vii. Practice and apply conventional spelling by copying environmental print found in classroom on charts, on word wall, and in books. viii. Demonstrate developmental stages of spelling: pictures, scribble writing, random letter strings, and phonetic spelling.
	b. Develop a sentence that focuses on a main idea: <ul style="list-style-type: none"> - Differentiate between letters and words; - Write for personal and practical needs. 	i. Recognize letters in a word: <ul style="list-style-type: none"> • Cut up letters in a word • Count letters • Rebuild word ii. In a group, develop a simple three- to five-word sentence that tells a main idea (I like to eat cake). <ul style="list-style-type: none"> • Cut sentence between the words • Rebuild sentence • Count the words in the sentence by holding up a finger to represent each word or clap for each word iii. Write for a variety of purposes: <ul style="list-style-type: none"> • Label objects in the classroom • Write messages such as, "do not touch," and share phone numbers • Produce lists (grocery, friends) • Write thank-you notes • Write cards (Mother's Day, Valentine's Day) • Journal write (each student writes and draws in own journal to illustrate personal experiences).

03. Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.	a. Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.	i. Engage in activities that enhance understanding of idea. ii. Generate and recognize a main idea from previously-read stories. iii. Dramatize stories. iv. Retell a story using colorful pictures and a simple sentence. v. Use print to describe a picture. vi. Create own idea and illustrate and write about idea.
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673. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Respond to a signal to get ready to listen such as Give Me Five," "Freeze," ring of a bell, flip off of lights. At signal, children should stop, look at the speaker, keep hands and feet still, and keep mouths quiet. ii. Participate in discussions by contributing relevant ideas, opinions, and background information. iii. Answer questions in complete sentences. iv. Ask simple questions.
	b. Listen to gain enrichment and information about various cultures.	i. Respond to a signal to get ready to listen. ii. Participate in discussions by contributing relevant ideas, opinions, and background information. iii. Throughout year, increase ability to sit and listen attentively. iv. Answer questions in complete sentences. v. Ask simple questions.
02. Listen for literary response and expression.	a. Listen to literature presented using a variety of media such as teacher reading, computer, tape, or video.	i. Respond verbally such as "I like the way...", "My favorite part was..." ii. Respond with an art project. iii. Ask simple questions. iv. Retell story. v. Sequence story with a clear beginning, middle, and end.
03. Listen for critical analysis and evaluation.	a. Listen for specific information.	i. Participate in activities to increase critical listening skills such as comparing shaker containers for matching sounds, using shaker containers and naming what is in them, and listening to sound tapes and naming environmental sounds. ii. Participate in phonemic awareness activities. iii. During reading of a book, listen for specific information such as conclusion of a story, related information requested such as listening for what birds eat during the reading of a

		<p>science book on birds and where the story is taking place.</p> <p>iv. Listen for beginning sounds of words.</p>
04. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal directions.	<p>i. Perform a sequence of directions beginning with two-step directions and increasing directions throughout year.</p> <p>ii. Complete exercises that increase the number of directions one can follow such as "Math Their Way" body patterns: abab aabaab abdabc.</p>

674. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization.	<p>i. Show and tell.</p> <p>ii. Share.</p> <p>iii. Retell a story.</p> <p>iv. Dramatically role-play.</p> <p>v. Re-enact part of a story. (Throughout such activities, the teacher models, encourages, and leads speaking behaviors.)</p>
02. Speak for literary response and expression.	a. Orally share known literature through various presentations and activities.	<p>i. Perform puppet plays.</p> <p>ii. Participate in reader's theatre.</p> <p>iii. Present memorized repetitive books such as <u>Brown Bear, Brown Bear</u>.</p> <p>iv. Dramatically role-play.</p>
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. With teacher's assistance, solve problems through conflict resolution and role-playing.
	b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.	i. With teacher assistance, use questioning strategies and opinions.

675. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Create awareness of different media.	<p>i. View the following using:</p> <ul style="list-style-type: none"> • Videos • Computers • Film strips • Overhead projector
	b. Demonstrate understanding of the main idea using various responses (filmstrip, video, slide).	<p>i. Discuss media presentations.</p> <p>ii. Create art project(s).</p> <p>iii. Dramatically play.</p> <p>iv. Cook.</p>

02. View media sources for personal response and expression.	a. Develop awareness of various media.	i. During time of day when students make own activity choices, explore such favorite media as the listening post, computers, overhead projector, and film strips.
03. View media to engage in critical analysis and evaluation.	a. Differentiate between real and pretend.	i. During discussion, demonstrate understanding of which facts are real and which are pretend.
	b. Compare two media that present the same story.	i. After hearing and seeing two versions of a story such as <u>Rudolph, the Red-Nosed Reindeer</u> , participate in a discussion of what was alike and what was different between the two presentations. (Teacher can write words on chart paper and use Venn diagram to compare and contrast versions.)

676. -- 678. (RESERVED).

679. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 1, SECTIONS 680 THROUGH 684.

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

680. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional electronic materials for information and understanding.	a. Use decoding and word recognition strategies to fluently read first-grade materials.	
	Phonics/Phonemic Awareness	
	b. Identify words within a sentence.	i. Using manipulatives indicate number of words in orally presented as well as written sentences. ii. Cut apart words within a sentence and reassemble into original sentence. iii. Clap to count number of words within a sentence.
	c. Distinguish syllables within words.	i. Repeat a given word and use blocks to indicate number of syllables within a word. ii. Clap and tap syllables such as pa-per. iii. Participate in syllable activities to increase awareness such as "Say 'giggle' without the 'gle'."
	d. Recognize two or more rhyming words.	i. Correctly respond to such questions as "Do <u>cat</u> and <u>bat</u> rhyme?"

	e. Complete and produce a rhyming word.	i. Correctly respond to the following: <ul style="list-style-type: none"> • I smell the rose with my ____. • Tell me a word that rhymes with such words as "candy" and "dog."
	f. Discriminate between two sounds.	i. Respond to such questions as: "Are these the same sounds: /d/, /t/? Do these words start with the same sound: duck, doll? duck, toy?"
	g. Imitate sounds.	i. Correctly respond to the following: "Say /e/." "Say /t/."
	h. Identify isolated initial and final sounds.	i. Name a word that begins like "baby." ii. Name the last sound in "bus."
	i. Blend phonemes to make a word.	i. What am I saying? Teacher: /c/, /a/, /t/. Student: Cat.
	j. Segment a word into phonemes. <ul style="list-style-type: none"> - Deletion; - Addition; - Substitution; - Transposition. 	i. Teacher says word. Student segments. ii. Segment orally-presented words. <ul style="list-style-type: none"> • Teacher: Dog. Student: /d/, /o/, /g/. • Teacher: "road" without the /r/ (oad). • Teacher: "Add /d/ to /og/." • Teacher: "change hop to top." • Teacher: What did I do? Bappy Hirthday.
	Phonics	
	k. Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonants, consonant blends/digraphs, short/long vowels, and letter/sound correspondences.	<ul style="list-style-type: none"> • Use multi-sensory activities to manipulate letters and sounds. • Repeat tongue twisters. • Read and create alphabet books. • Match pictures/objects with letters. • Sort words according to beginning sound, rhyming sounds, and vowel sounds. • Perform <i>Word Wall Activities</i> such as making words. (<i>Month by Month Phonics</i>, P. Cunningham, 1998.) • Write words and sentences dictated by teacher. • Practice blending sounds into real and nonsense words. • Manipulate magnetic letters.
	l. Use onset and rhymes to create and decode new words that include blends and digraphs.	i. Create word lists and patterns from word families; manipulate.
	m. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	i. Use magnetic letters to make and break words. ii. Play "Rounding Up the Rimes." (<i>Month by Month Phonics</i> , <i>Word Wall Activities</i> , P. Cunningham, 1998.)

	n. Automatically read 150 high-frequency or sight words.	i. Practice high-frequency words by listening to and reading them in meaningful sentences. ii. Practice such meaningful activities as playing "Clap, Chant, Write." (<i>Word Wall Activities</i> , P. Cunningham, 1998.)
	o. Apply knowledge of reading strategies.	
	Before Reading Strategies	
	p. Draw on prior knowledge and discuss to generate questions to predict text.	i. Observe cover of a read-aloud book; predict and discuss possible story contents.
	q. In order to predict text, preview illustrations, title page, and other text pages.	
	During Reading Strategies	
	r. Integrate visual, structural, and meaning cues to gain understanding of text.	i. Respond to such prompts as, "Think about the story..." or "What letters do you see?" ii. Practice "Guess the Covered Word." (<i>Month by Month Phonics, Word Wall Activities</i> , P. Cunningham, 1998.)
	s. Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.	i. Use self-correcting strategies to improve comprehension. Appropriately respond to the following: <ul style="list-style-type: none"> • Does this make sense? • Reread to find... • Use the first letter(s) as a clue to that new word. • Predict what would make sense. • Ask a peer to help read a new word.
	t. To guide in meaning, use such conventions of print as punctuation, commas, periods, question marks, and quotation marks.	
	u. To gain oral fluency and expression, use proper phrasing and rereading.	i. Reader's Theatre. ii. Reread text.
	v. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.	i. Combine single words to create compound words. ii. Read aloud funny sentences that use homophones such as "I'm too weak this week." Edit the sentences for correct usage.
	Reading Comprehension Strategies	
	w. Identify main idea.	i. Tell about a story. ii. Demonstrate ability to visualize a story.

	x.	Sequence events of a story.	i.	Arrange sentence strips to sequence events of story.
	y.	Read beyond text to make inferences and draw conclusions.	i.	In order to make inferences and draw conclusions, respond to teacher's question, "How do you know?"
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a.	Read and evaluate grade-level literature; identify vocabulary, genres, and text features. - Identify and compare plots, settings, and characters of two stories; - Retell basic plots/main ideas of fiction and nonfiction.	i.	Use <i>Word Wall Activities</i> . ii. Discuss, explain, and practice. iii. Log various genres. iv. Identify nonfiction text features. v. Chorally read. vi. Echo read. vii. Participate in shared reading and guided reading activities. viii. Sing songs and recite poetry and nursery rhymes.
	b.	Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.	i.	Role-play. ii. Complete K-W-L charts (What do I KNOW, What do I WANT to know, What have I LEARNED). iii. Complete graphic organizers. iv. Identify literary elements during teacher read aloud, shared reading, guided reading, and self-selected reading.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a.	Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.	i.	Discuss and question. ii. Sort books into fiction and nonfiction. Explain reason.
	b.	Sequentially retell story; include details related to setting, plot, and characters.	i.	Role-play ii. Add-on/retell. Teacher begins story; each student retells and adds net event. iii. Use literacy circle to enhance understanding through retelling of story, varying perspective, varying conclusion, and varying setting.
	c.	To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."	i.	Locate information within text. ii. Participate in quick draw. (Teacher reads story and stops; students quickly draw what just happened, what will happen next, etc.) iii. Recall and locate details from a story. (Show me where...) iv. Access details to respond to inferential questions concerning story.
	d.	Determine cause and effect relationships by responding to "why," "how," and "what-if," questions.	i.	Match cause and effect sentence strips.

04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using the following informational text and resources: - Alphabetical order; - Book parts: title page, table of contents, and glossary.	i. Respond to teacher prompt: "show me where it tells..." ii. Use <i>Word Wall Activities</i> . iii. Use beginning dictionaries. iv. Use school library, experts, field trips, electronic media, videos, and tapes. v. Label items throughout classroom. vi. Develop and write classroom rules on a chart. vii. Follow step-by-step modeling to create a particular art project. viii. Make predictions and follow directions. ix. Create webs and use K-W-L charts.
05. Read for technical information.	a. Use organizational features of text.	i. Use table of contents and chapter headings.
	b. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.	i. Follow specific signs, labels, and printed directions. ii. Apply technical understanding to content area learning.

681. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Fluently write upper and lower case letters using appropriate space and letter size.	i. Use multi-sensory methods to establish proper formation such as write letters in salt, make letters out of clay. ii. Journal. iii. Write creative stories.
	b. Develop story fluency; write words, and sentences relating to one topic.	i. Write sentences as teacher dictates. ii. Journal. iii. Follow teacher modeling of writing process.
	c. Demonstrate basic understanding of the writing process: - Pre-write; - First draft; - Revise and edit; - Publish; - Share.	i. Participate in the writing workshop process to be able to write stories, letters/notes, and simple report forms of writing.
	d. Write for various audiences: - Self; - Teacher; - Other personally-known audiences.	i. Write in response logs. ii. Journal. iii. Write letters and notes. iv. Respond to a teacher prompt, "Show what you know about..."
02. Write and edit for correctness and clarity.	a. Develop and organize sentences that incorporate central idea and supporting details.	i. Create charts, pictures, and plans to enhance writing development.

	b. Develop descriptive vocabulary to enhance writing.	i. Use literature and content sources. ii. Use Word Chart and <i>Word Wall Activities</i> . iii. Peer-model with peer papers.
	c. Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization.	i. Participate in mini-lessons based upon authentic writing experiences. ii. Analyze errors during point-of-need conferencing. iii. Use known skills during drafting process. iv. Practice and apply conventional spelling in daily writing through the following: • Word study of word families • Irregularly spelled high-frequency words • Homophones • Suffixes and prefixes • Plurals • Individual word lists • <i>Word Wall Activities</i>
	d. Demonstrate appropriate spelling: - Correctly spell words by writing sounds in sequence; - Accurately spell high-frequency words; - Engage in such problem-solving strategies as analogies, environmental print, and resources.	i. Perform activities that include segmenting (hearing sounds in words), elkonian boxes, and onset and rhyme. ii. Explain and create such analogies as the following: "If I know how to spell 'tree' and 'my', then I can spell 'try'."
	e. Frequently reread to clarify, revise, and edit.	i. Share writing with peers for editing.
03. Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.	a. Using personal experiences and knowledge as a source for writing, create a narrative account.	i. Draw a picture. ii. Orally retell a personal experience. iii. Write narrative responses to prompts. iv. Use the following modes: • Observation • Factual information

682. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Demonstrate effective and appropriate listening skills using the following: - Eye contact; - Taking turns in conversations; - Maintain attention.	i. Practice listening skills. ii. Play "Simon Says" and other listening games.

	b. Listen to gain enrichment and information about various cultures.	i. Participate in discussion to activate background knowledge. ii. Follow short, simple directions and answer comprehension questions. iii. Use effective listening strategies for the following: <ul style="list-style-type: none"> • Interviewing • Listening to stories • Relating information to personal experiences iv. Use "how," "why," and "what if" questions to discuss text. v. Retell a story. vi. Participate in group discussions by taking turns responding and asking questions for clarification.
	c. Participate in retelling and asking questions for clarification.	i. Ask questions. ii. Comment. iii. Paraphrase and summarize. iv. Retell events. v. Role-play.
02. Listen for literary response and expression.	a. Interpret and respond to a variety of oral presentations.	i. Use productions: Write and draw a response. ii. Group discuss to clarify and extend a read-aloud.
	b. Discuss similarities and differences between and among a variety of oral presentations.	i. Compare and contrast stories, songs, and poems.
03. Listen for critical analysis and evaluation.	a. Listen for specific answers in order to respond with appropriate feedback.	i. Think, pair, and share. ii. Write and orally respond.
04. Listen to and follow directions.	a. Follow three-step oral directions.	i. Perform a sequence of directions to perform one or more of the following: <ul style="list-style-type: none"> • Create an art project • Perform an experiment • Follow procedures

683. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Clearly communicate to a range of audiences for various purposes. <ul style="list-style-type: none"> - Speak in grammatically correct sentences with clarity and detail; - Use vocabulary appropriate for the age group. 	i. Participate in whole class, small group, and individual discussions. ii. Perform plays. iii. During "share time," speak in front of a group. iv. Complete individual or group projects. v. Read orally for entire class. vi. Tell stories with appropriate expression, sound effects, and movements.

02. Speak for literary response and expression.	a. Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.	i. Recite a choral reading, prose, or poem from memory. ii. Create a skit from a story and present to class. iii. Participate in Reader's Theatre.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. Work as a group to evaluate and provide possible solutions to one or more of the following: • Community problems • Classroom situations • Friendship interactions
	b. Use causes and effects and similarities and differences to demonstrate a key point.	i. Use a graphic organizer or pro/con list to demonstrate cause and effect relationships. ii. Discuss a story that has a cause and effect relationship, <u>An Egg Is An Egg</u> .
	c. Use speaking skills to express opinions in a courteous and attentive manner.	i. Listen to verify understanding. ii. Take turns. iii. Raise pertinent questions. iv. Ask and respond to "who," "what," "when," "where," "why," and "what-if" questions. v. Exhibit audience sensitivity.

684. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Gain information from visual sources.	i. View drama, video, computer images, and other graphic sources to learn information and reinforce previous knowledge.
	b. Discuss main concept and supporting details within non-print media.	i. Identify the following literary elements within a film/video: • Plot • Setting • Character • Solution
02. View media sources for personal response and expression.	a. Explore media for ideas, relationships, and cultural awareness.	i. Respond orally or in writing to media.
03. View media to engage in critical analysis and evaluation.	a. Differentiate between fact and fantasy.	i. Discuss differences between fact and fantasy within stories, films and videos.
	b. With support, explain, compare and contrast a variety of presentations.	i. Compare and contrast two videos. ii. Compare and contrast a book with a film and video.
	c. With support, explore communications through non-print media.	i. Use graphs, pictographs, and charts in math, science, and social studies. Include titles and map keys to enhance understanding.

685. -- 687. (RESERVED).

688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 2, SECTIONS 689 THROUGH 693.

The samples associated with the content standard are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

689. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word recognition strategies to fluently read second-grade materials.	
	Phonics/Phonemic Awareness	
	b. Identify and name two or more words that rhyme.	i. Read poems and identify rhyming words. ii. Create a poem from specified rhyming words.
	c. Distinguish syllables within words.	i. Following teacher-modeling, respond by clapping or tapping syllables in multi-syllabic words.
	d. Recognize and use the following to decode words: - Beginning, medial and ending sounds; - Consonant blends and digraphs; - Short and long vowels; - R-controlled vowels; - Similarities among word structures such as word families, and syllabication rules.	i. Given pictures or orally-presented words, produce first, middle, and last sounds. ii. Using blends and digraphs, write tongue twisters. iii. Write poems that incorporate rhyming vowel combinations.
	e. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	i. Using a variety of activities, build words that incorporate onset and rhyme. Examples include "-am," "-all," and "-ack." ii. Cooperatively create a chart of words comprised of root words with prefixes and root words with suffixes.
	f. Automatically read a bank of 150-200 high-frequency words.	i. Practice high-frequency words; see and hear them in meaningful sentences, such as, This is my house. ii. Play such games as "Clap, Chant, Write." (<i>Month by Month Phonics, Word Wall Activities</i> , P. Cunningham, 1998.)

	Pre-Reading Strategies	
	g. Draw on prior knowledge, discussion, and generating of questions to predict text.	i. Use self-correcting strategies to improve comprehension: <ul style="list-style-type: none"> • Ask, "Does this make sense?" • Reread • Use the first letter(s) as a clue • Predict what would make sense • Ask others
	h. Prior to reading text, preview illustrations and such opening pages of text as the title page, table of contents and other introductory pages.	
	Context Clues	
	i. Use context clues to choose correct meanings of identified words within a reading passage.	
	j. Monitor own reading comprehension by self-correcting and rereading.	
	k. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.	
	l. Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and oral fluently reading aloud.	
	Word Analysis Skills	
	m. Apply knowledge of compound words, contractions, and homophones to determine word meanings and phrases.	i. Write a story using contractions; revise story without contractions. Decide which version sounds better. ii. Combine single words to make compound words. iii. Read aloud funny sentences that use homophones such as "I'm too weak this week" and edit the sentence for correct spelling.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres. <ul style="list-style-type: none"> - Identify and compare plots, setting, and characters of two stories; - Retell basic plots of folktales, legends, fables, and fairy tales. 	i. Recognize and analyze literary elements through the following: <ul style="list-style-type: none"> • Teacher read-alouds • Shared reading • Guided reading • Self-selected reading ii. Read a selection and discuss its problem and resolution; list traits of each major character. iii. Re-enact two versions of a fable in which the main character outsmarts himself: <u>The Fox And The Hen</u> .

03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Retell a story and include setting, plot, and characters.	i. In written and oral form(s), retell a story including setting, plot, and characters.
	b. Identify the following story elements within a literary text: - Characters and their traits and motivations which determine causes for actions; - Setting; - Sequential events of a plot, including a clear beginning, middle, and end; - Problems and solutions.	i. Examine characters and plots across multiple episodes. ii. Relate unfolding events in terms of themes and cause and effect relationships.
	c. Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when."	i. Identify details within a story. ii. Access story details to respond to questions related to the story.
	d. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.	i. Read a selection and identify the causes and subsequent effects of events.
	e. Draw logical conclusions based on information read.	i. Read about a science concept and make inferences. ii. Read about a habitat and discuss animals that live within that environment.
	f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.	i. Categorize read-aloud books as fiction, nonfiction, realistic, and make-believe. ii. Read sentences and distinguish between facts and opinions.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using dictionaries, encyclopedias, and informational books: - Recognize alphabetical order; - Name and use the following book parts: title page, table of contents, and glossary.	i. Research and write about a topic using appropriate resources. Begin learning about the importance of avoiding plagiarism. ii. Write the names of such items as holidays and science experiment materials in alphabetical order to the second letter. iii. Examine components of a book and discuss how each is used.

690. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of writing process steps: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.	i. In a daily writing workshop format, write in a variety of forms and for a variety of audiences. Incorporate the following writing modes: • Narrative • Descriptive • Informational • Communicative • Prose
	b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.	i. Use correct spacing and letter formation.
	c. Use technology to create a piece for publication.	i. Use computer software to produce a final draft that is suitable for publication.
	d. Identify and use appropriate style for audience and purpose of writing.	i. Discuss intended audience and purpose of writing with the class.
	e. Develop a writing vocabulary and skills for using words.	i. Follow literature models: • Discuss words that give meaning to story • Create charts of new words • Use context to define words
02. Write and edit for correctness and clarity.	a. Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.	i. Participate in mini lessons based on authentic writing experiences. ii. Analyze errors during point-of-need conferencing. iii. Be accountable to use known skills during drafting process. iv. Use the following to practice, use, and apply conventional spelling in daily writing: • Word families • Irregularly-spelled high-frequency words • Homophones • Suffixes and prefixes • Plurals • Individual word lists • <i>Word Wall Activities</i>

	b. Develop sentences that incorporate a clear and focused main idea; incorporate supportive details and examples that are appropriate to topic, audience, and purpose: - Use appropriate word choices, sentence structure, transitions, and organizational techniques. - Write for personal and practical needs.	i. Within whole or small groups, create and build sentences. ii. Create synonym charts for such common words as "said." iii. Use literature to develop sequencing skills. iv. Write messages, diaries, journals, thank-you notes, friendly letters, narratives, and step-by-step directions.
03. Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.	a. Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.	i. Retell a story in sequence. ii. Write step-by-step instructions for a familiar activity. • Correctly use sequence words: "first," "next," "last," and "then."
	b. Write and publish original creative works which incorporate descriptive language.	i. Broaden use of adverbs and adjectives. • Use colorful illustrations to list describing words for content or action. • Expand a basic sentence. ii. Explore cinquain and haiku poetry.

691. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Participate in discussion to activate background knowledge. ii. Follow short, simple directions; answer comprehension questions.
	b. Listen to gain enrichment and information about various cultures.	i. Use effective listening strategies when doing the following: • Interviewing • Listening to stories • Relating information to personal experiences
	c. Use such responsive listening skills as retelling and asking questions for elaboration and clarification.	i. Use "how," "why," and "what-if" questions to discuss text. ii. Retell a story.
02. Listen for literary response and expression.	a. Listen to and record information from oral presentations.	i. Participate in group discussions by taking turns responding and asking questions for clarification.
	b. Note similarities and differences between and among a variety of oral presentations.	i. Compare and contrast using Venn diagrams and same/different lists.

03. Listen for critical analysis and evaluation.	a. Listen for answers to specific questions and for specific purposes in response to nonfiction.	i. Demonstrate understanding of text by creating a poster. ii. Write a summary/response log.
	b. Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.	i. Identify an appropriate word to match a rhyme pattern.
04. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal directions.	i. Perform a sequence of directions to complete one of the following: <ul style="list-style-type: none"> • An art project • A science experiment • Classroom procedure

692. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.	i. Retell a story. ii. Prepare and present a report using information from various content areas. iii. Teach a specific skill to another student.
	b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.	i. Orally present step-by-step directions to perform a familiar activity. ii. Use gestures and motions with a story, song, or poem. iii. Sign a song or story.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	i. Recite a choral reading, prose, or poem from memory. ii. Create a skit from a story and present to class. iii. Participate in readers' theatre.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. Work within groups to evaluate and provide possible solutions to one or more of the following: <ul style="list-style-type: none"> • Community problems • Classroom situations • Friendship interactions ii. Discuss an underlying theme or message when interpreting fiction.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	i. Use a Venn diagram and a pro/con list to demonstrate cause and effect relationships. ii. Discuss a story that includes a cause and effect relationship. Examples include <u>Fortunately, Unfortunately, That's Good, That's Bad</u> and <u>The Diggingest Dog</u> .

	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.	i. Listen well and verify understanding. ii. Take turns. iii. Raise pertinent questions, • Use "who," "what," "when," "where," "why," and "what-if" questions. iv. Exhibit cultural sensitivity.
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693. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify traditional and non-print media as sources of information.	i. View a film or video to enhance a science or history concept. ii. Compare a film/video to the novel on which it is based. iii. Use the Internet as a resource.
	b. Determine main concept and supporting details within non-print media.	i. Identify literary elements within a film/video: • Plot • Setting • Character • Solution
02. View media sources for personal response and expression.	a. Demonstrate understanding of significant relationships, ideas, and cultures, which various media represent.	i. Compare and contrast a novel setting with film/video setting. ii. Respond orally or in writing to media.
03. View media to engage in critical analysis and evaluation.	a. Differentiate between fact and opinion.	i. Determine whether films/videos present fact or opinion information.

694. -- 696. (RESERVED).

697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 3, SECTIONS 698 THROUGH 702.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

698. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read third-grade materials.	

	Phonics	
	b. Employ multiple strategies to identify words using spelling patterns and syllabication.	i. Incorporate inflected endings: add "ing" and "ed" to base words: humming, hummed. ii. Drop final silent "e" before adding suffix that begins with a vowel: baked. iii. Use self-correcting strategies to improve comprehension: <ul style="list-style-type: none"> • Ask "Does this make sense?" • Reread • Use the first letter(s) as a clue • Predict what would make sense • Ask others
	c. Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.	i. Demonstrate fluency in oral reading.
	Context Cues	
	d. Use context cues to determine correct meanings of identified words within a reading passage.	i. Identify verbs as "action words." ii. Explain how the following sentence conventions contribute to meaning: initial capital, period, question mark, exclamation mark, comma, and paragraph indentation. iii. When orally reading, use pacing and intonation to convey meaning of text.
	e. Recognize words that signal transitions to determine sequence and meaning of text.	i. Read a set of instructions that includes transition words: first, second, then, next, and last. Follow to show understanding.
	f. Recognize the relationship between a pronoun and its referent.	i. Locate the following pronouns within text: "he," "she," "it," "i," "me," and "you." Identify to whom the pronoun refers. ii. Discuss meanings of nouns in terms of function: "Water is for drinking," features: "Water is for drinking," features: "Water is wet" category: "Water is a liquid."
	Word Analysis Cues	
	g. Apply knowledge of contractions, synonyms, antonyms, synonyms, homonyms, and multiple meanings to determine meanings of words and phrases.	
	h. Use knowledge of root words to determine meanings of unknown words within a passage.	i. Use a thesaurus to locate synonyms and antonyms.

	Syntax Cues	
	i. Use knowledge of written language to anticipate words when reading.	i. Use syntax clues to determine meanings of new words.
	j. Before, during, and after reading, locate information to clarify text structure and content.	i. Preview a table of contents, index, heading, captions, illustrations, and major words to anticipate and predict the content and purpose of a reading selection. ii. Use graphic organizers to predict and categorize information. iii. Create K-W-L charts (What do I KNOW, What do I WANT to know, What have I LEARNED) to connect prior knowledge to enhance comprehension of text. iv. Identify text elements related to the following: 1) narrative: character, setting, and plot; 2) expository: cause and effect, sequence and problem/solution. v. Use prior knowledge and the following information presented within text to make predictions about text: cover, illustrator, author, titles, topic sentences, and key words.
	k. Locate and gather information for a variety of purposes.	i. Use encyclopedias and other multimedia reference materials to gather information. ii. Read such functional and instructional messages in the classroom environment as announcements, labels, instructions, menus, and invitations. iii. Use a dictionary, glossary, and index to gather information. iv. Conduct Internet research. v. Gather information from charts, graphs, and maps. vi. Use SQ3R strategy: Survey, Question, Read, Recite, and Review.
	l. Paraphrase and summarize text.	i. In own words, rewrite a selected passage; include most important ideas. ii. Create reports, dioramas, and other projects that summarize stories.
	m. Draw inferences and conclusions from text.	i. Visualize story and participate in class discussion. ii. Examine reasons for a particular character's actions and account for a situation and motive.

	n. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format.	i. Demonstrate understanding of figurative language by illustrating. ii. Locate beginning, middle, and end of a story. iii. Describe setting, problem, and solution of a story. iv. Use role-playing to imitate a story's main character. v. Discuss why the author chose particular words to create mood.
	o. Determine main idea within a text and identify relevant details and facts.	i. Determine main idea and supporting details from content area reading.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.	i. List elements of a fairy tale. ii. Compare and contrast fiction and nonfiction. iii. Compare and contrast different versions of the same fairy tale.
	b. Evaluate new information and relate to known information and ideas.	i. Identify and compare personal experiences to those described in the reading selection. ii. As a class, develop K-W-L charts in order to clarify information. iii. Make connections with text-text, text-self, and text-world.
	c. Compare and contrast information about same topic after reading two or more passages or articles.	i. Read multiple books by same author and identify differences and similarities. ii. Gather several sources related to weather and use information to construct a project.
	d. Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.	i. Read independently at home and at school on a daily basis. ii. Read and respond to newspapers and magazine articles. iii. Follow step-by-step instructions.
	e. Identify cause and effect and statements of fact and opinion.	i. Identify cause and effect relationships and events within a given story. ii. Distinguish between statements of fact and opinion within text.
	f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.	i. Sort scrambled storyboard-cartooning squares and arrange in chronological order. iii. Retell a text passage stating main ideas and relevant supporting details.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Explain how a different setting can affect an author's purpose. ii. For a text given, identify author's purpose: to entertain, to persuade, or to inform.

	<p>b. Identify the following story elements within a literary text:</p> <ul style="list-style-type: none"> - Characters and their traits; - Setting; - Sequencing of main events; - Problems and solutions. 	<p>i. Identify main character.</p> <p>ii. Describe how a character changes from the beginning to the end of a selection.</p> <p>iii. Identify time and place of setting.</p> <p>iv. Create a story map to illustrate main events.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use appropriate strategies when reading for the following purposes:</p> <ul style="list-style-type: none"> - Comprehension; - Locating information; - Personal enjoyment. 	<p>i. Identify and use reference materials, experts, and multimedia resources to locate information.</p> <p>ii. Within written materials, identify uses of graphics, layout, white space, parentheses, italics, and other visual aids.</p>
	<p>b. Generate questions about important and interesting issues.</p>	<p>i. Write "who," "what," "when," "where," "why," and "how" questions related to a self-selected topic.</p> <p>ii. Read draft of information report to a peer and invite peer to ask what further information he/she would like to learn.</p>
	<p>c. Organize and interpret information to draw a logical conclusion based on an investigation.</p>	<p>i. Create a chart or graph to relay information.</p> <p>ii. Follow written directions.</p>
05. Read for technical information.	<p>a. Identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information.</p>	<p>i. Determine appropriate applications of reference materials.</p> <ul style="list-style-type: none"> • Dictionary • Thesaurus • Atlas • Encyclopedia • Internet <p>ii. Use search engine to locate information on Internet.</p>
	<p>b. Identify use of graphics, graphs, tables, and diagrams, parentheses, italics, and bold print.</p>	<p>i. Recognize author's purpose for bold print, italics, and parentheses.</p> <p>ii. Produce a visual aid.</p>
	<p>c. Identify text structure.</p>	<p>i. Explain how organization of a dictionary assists reader to locate words such as guide words.</p> <p>ii. Explain use of headings in content areas.</p> <p>iii. Skim for boldfaced words to find definitions.</p>
	<p>d. Locate and demonstrate understanding sequence words.</p>	<p>i. Identify three sequence words within a text that give directions such as a recipe.</p> <p>ii. Explain why sequence words are important for texts that give directions.</p>

699. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of the writing process: <ul style="list-style-type: none"> - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share. 	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback. ii. Use rubrics to assess own writing and determine area of need. iii. Select various pieces to publish. iv. Read own published material to an audience of peers, parents, or younger students.
	b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, note, and journals. ii. Compare a friendly letter using the five parts: <ul style="list-style-type: none"> • Date • Greeting • Body • Closing • Signature iii. Use the correct spacing and letter format.
	c. Identify and use appropriate style and vocabulary for audience and purpose.	i. Write for such specific purposes as the following: letters to the editor, thank you letters, birthday cards, stories, narratives, or presentations.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: <ul style="list-style-type: none"> - Grammar; - Punctuation; - Capitalization; - Spelling. 	i. Use a variety of sentences to produce a piece of writing: statement, question, exclamation, and command. ii. Use the Direct Writing Assessment Scoring Standard, a checklist, and handbook to guide proofreading. iii. Apply rules of capitalization in written work. iv. Practice and apply spelling rules in daily writing: <ul style="list-style-type: none"> • Double the final consonant of a word that ends with c-v-c pattern (consonant-vowel-consonant) before adding a suffix: -ing, -ed. • Add "s" to words ending in "y" preceded by a vowel: key/keys. • Drop the final "e" before adding a suffix that begins with a vowel: have/having. • Add "es" to nouns that end with "s," "sh," "ch," or "x" to form plurals. • Keep the final "e" when adding a suffix that begins with a consonant: late/lately.

		<ul style="list-style-type: none"> • Change the "y" to "i" when adding a suffix to words that end in consonant "y," unless the suffix begins with "i;" add "s" to most nouns to form plurals: friend/friends. • Change "f" or "fe" to "ves" to some nouns to form plurals: half/halves. <ul style="list-style-type: none"> v. Write legibly by appropriately selecting cursive or manuscript. vi. Correctly spell derivatives: -tion, -ment, and -ly. vii. Approximate the use of quotation marks. viii. Demonstrate the use of commas in a list. ix. Spell third-grade high-frequency words with ninety percent accuracy.
	b. Develop a paragraph that incorporates a clear and focused main idea that is supported by details and examples that are appropriate to topic, audience, and purpose. <ul style="list-style-type: none"> - Use topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization; - Write for personal and practical needs. 	i. Write messages, diaries, journals, thank-you notes, friendly letters, or step-by-step directions.
03. Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.	a. Create a multiple-paragraph narrative composition that provides an introductory paragraph that establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.	<ul style="list-style-type: none"> i. Given a writing prompt, write a narrative essay that demonstrates correct paragraphing with main idea and supportive detail sentences. ii. Create an effective lead introductory sentence. iii. Create an effective conclusion.
	b. Write and publish original creative works that incorporate figurative and descriptive language.	<ul style="list-style-type: none"> i. Produce short stories, narrative essays, poetry, and plays. ii. Generate self-selected topics and respond, rework, revise, edit, and proofread. iii. Engage in activities that encourage broad use of adverbs and adjectives. <ul style="list-style-type: none"> • Use colorful illustrations to list describing words for content or action. • Expand a basic sentence. iv. Explore cinquain and haiku poetry.

700. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Follow short, simple directions for classroom procedures and activities. ii. Demonstrate understanding of information through spoken directions, speeches, plays, advertising, and personal conversations. iii. Use rhyme to create or finish poetry, songs, and chants. iv. Determine words that have been logically omitted from an orally presented piece.
	b. Listen to gain enrichment and information about various cultures.	i. Listen and respond to the language, speech, music, folk stories, drama, poetry, dialect, or theatre of various cultures.
	c. Demonstrate effective interpersonal listening skills.	i. Check for understanding by asking questions, paraphrasing, summarizing, using appropriate body language, and taking notes. ii. Role-play effective listening strategies. iii. Participate in small group discussions to generate new ideas, solve problems, and make decisions.
02. Listen for literary response and expression.	a. Listen to and record information from oral presentations.	i. Ask a specific question by paraphrasing one of speaker's key points. ii. Write brief notes of key points. iii. Listen to recorded information and make a web or list of what has been learned.
	b. Note similarities and differences between and among a variety of oral presentations.	i. Compare and contrast songs, poems, plays, and readers' theatre.
03. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.	i. Evaluate oral presentations: book talks, reports, and interviews. ii. Assess own and others' communication strengths and needs to set goals for improvement.

701. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	i. Present findings on topic of interest. ii. Use HyperStudio or another multimedia presentation. iii. Teach a lesson to a partner.

	b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.	i. Match students for peer tutoring. ii. Present accurate directions to a classmate for "how-to" presentations.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	i. Share four important facts about a classmate after interviewing. Dramatize readers' theatre. ii. Recite a poem from memory.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. Research a school or community problem. ii. Brainstorm and use gathered data to present solution(s) to the class.
	b. Use causes/effects and similarities/differences to demonstrate a key point.	i. Identify some cause/effect relationships in school; students who ride buses arrive on time; walkers may not. ii. Identify similarities and differences between two school playgrounds; explain reasons why one does/does not adequately serve students' needs.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent question; - Exhibit cultural sensitivity.	i. Following an oral presentation, develop relevant questions within a small group. ii. Role-play appropriate/inappropriate listening behaviors.
	d. Demonstrate ability to critique own oral presentation.	i. After viewing video of own oral presentation, select three ways to improve.

702. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify traditional and non-print media as sources of information.	i. Locate information using an electronic encyclopedia and the Internet. ii. List three main points from a content area video.
	b. Determine main concept and supporting details within non-print media.	i. Use viewing skills to determine main idea. ii. After viewing a fictional piece, recall the story elements.

02. View media sources for personal response and expression.	a. Demonstrate understanding of significant relationships, ideas, and cultures which various media represent.	i. Identify relationships between our communities and others.
	b. Compare effectiveness of media presentations.	i. Evaluate peer presentations with a rubric/checklist.
03. View media to engage in critical analysis and evaluation.	a. Interpret data from charts, graphs, and maps.	i. Compare same information using bar graphs, pie charts, pictographs, and line graphs. ii. Identify symbols on a map key.
	b. Differentiate between fact and opinion.	i. View commercials and distinguish between facts and opinions.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. With guidance, explore use of multiple visual tools to produce visuals.	i. Design a project that includes oral, written, and graphic displays. ii. Develop a presentation using such software as PowerPoint or HyperStudio. iii. Find a graphic on the Internet or clip art program and print it.

703. -- 705. (RESERVED).

706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 4, SECTIONS 707 THROUGH 711.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

707. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read fourth-grade materials.	
	Phonics	
	b. Use spelling pattern syllabication and other strategies to identify words.	i. Listen to orally presented two- to four-syllable words. Write letters that spell the accented, unaccented, first, middle, or last syllable. ii. Listen to orally presented two- to four-syllable words. Write "a," "e," "i," "o," or "u" to represent sound of first, second, third, middle, or last syllable.
	c. Use phonics cues to automatically and accurately identify and pronounce words.	

	Word Analysis	
	d. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.	i. Use a thesaurus to locate four words or phrases that mean the same as the following: "lot," "table," and "rock."
	e. Use knowledge of root words to determine meanings of unknown words within a passage.	i. Identify meanings of such "drop" idioms as the following: drop in, eavesdrop, drop off, and backdrop.
	Context Clues	
	f. Use context clues to choose correct meanings of identified words within a reading passage.	i. Select a known word within text and identify three words or phrases that assist to clarify its meaning.
	g. Recognize the relationship between a pronoun and its referent.	i. Find the following pronouns within text: he, she it, I, me, and you. Within text, identify to whom the pronoun refers.
	h. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.	i. Read a simple recipe that includes such transition words as "first," "second," "then," "next," and "last."
	Sentence Structure	
	i. Use knowledge of written language to anticipate words when reading.	i. Anticipate nouns following noun markers: a, an, the.
	j. Use knowledge of written language to comprehend text.	i. Recognize how such elements of text structure as the following contribute to meaning: initial capital, period, question mark, exclamation mark, comma, and paragraph indentation.
	k. Before, during, and after reading, locate information to clarify text structure and content.	i. Preview materials to understand structure and anticipate content. ii. Use a table of contents, index, headings, captions, illustrations, and major words to anticipate and predict content and purpose of a reading section. iii. Use such text organizers as type, headings, and graphics to predict and categorize information. iv. Connect prior knowledge to enhance comprehension of text. v. Identify text elements related to the following modes of writing: 1) narrative: character, setting, and plot, 2) expository: cause and effect, sequence, and problem/solution. vi. Identify structural patterns within an informational text.

		<p>vii. Use prior knowledge and ideas presented within text to make predictions: illustrations, titles, topic sentences, key words, and foreshadowing clues.</p> <p>viii. Use organizational patterns and relationships between complete texts and segments, paragraphs, and sentences to understand various kinds of texts.</p>
	<p>i. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.</p>	<p>i. Use mnemonic devices to understand and remember words, phrases, and information from reading material.</p> <p>ii. Use dictionaries to determine appropriate word meanings.</p>
	<p>m. Locate and gather information for a variety of purposes.</p>	<p>i. Use encyclopedias and other electronic and print reference materials to gather information.</p> <p>ii. Use a dictionary and glossary to gather information.</p> <p>iii. Conduct Internet research.</p> <p>iv. Gather information from charts, graphs, and maps.</p> <p>v. Gather information from periodicals.</p>
	<p>n. Paraphrase and summarize text.</p>	<p>i. In own words, rewrite selected passage; include most important ideas.</p> <p>ii. Write book reports that summarize stories.</p>
	<p>o. Draw inferences and conclusions from text.</p>	<p>i. Participate in a class discussion about a passage or story selection.</p> <p>ii. Construct questions about a specific topic.</p>
	<p>p. Identify language and literary devices:</p> <ul style="list-style-type: none"> - Mood; - Tone ; - Style; - Figurative language; - Format; - Structure. 	<p>i. Recognize similes and metaphors.</p> <p>ii. Identify such forms of poetry as free verse, rhyme, haiku, and cinquain.</p> <p>iii. Locate the beginning, middle, and end of a story.</p> <p>iv. Describe the setting of a story.</p> <p>v. Identify a story's main characters.</p>
	<p>q. Determine main idea or essential message within a text and identify relevant details and facts.</p>	<p>i. Read about a significant historical person; describe his/her goals and challenges.</p> <p>ii. Determine main idea and supporting details from content area reading.</p>
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.</p>	<p>i. Discuss and role-play differences between a fairy tale and a fable.</p> <p>ii. Compare and contrast fiction, historical fiction, and nonfiction.</p> <p>iii. Perform role in a readers' theatre setting.</p>

	b.	Evaluate new information and hypotheses by testing against known information and ideas.	i. Write a narrative that identifies and compares personal experiences to those described within a reading selection. ii. Before reading a text about a particular topic such as koalas, write three already known facts about the topic. Read text. Determine if text confirmed, contrasted, or extended known facts.
	c.	Compare and contrast information about same topic after reading two or more passages or articles.	i. Create a Venn diagram; draw connections between literary works and related themes. ii. Draw connections to relate literature to personal experiences.
	d.	Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.	i. Read and respond to newspapers and magazine articles. ii. Follow step-by-step directions within technical material. iii. Research periodical information. iv. Develop habit of independently reading thirty minutes daily.
	e.	Distinguish between cause and effect and fact and opinion within expository text.	i. Evaluate an expository essay. ii. Sample historical writings and documents to identify facts and opinions. iii. Identify causes and effects within Idaho's historical events.
	f.	Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.	i. Retell a text passage or event within a novel's chapter; state main idea and relevant supporting details and facts. ii. Sort scrambled storyboard-cartooning squares and arrange in chronological order.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a.	Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. ii. Explain how a different setting can affect an author's purpose. iii. Identify author's purpose for a given piece (to entertain, to persuade, to inform).
	b.	Identify the following story elements within a literary text; - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot; - Point of view; - Problems and solutions.	i. Identify main characters. ii. Describe how a character changes from the beginning to the end of a selection. iii. Describe characters' traits and how they contribute to plot. iv. Identify time and place of setting. v. Discuss how setting influences plot. vi. Identify a story's climax. vii. Complete a story map to illustrate plot.

		<p>viii. Identify problems encountered by characters, attempts at solving problems, and resolutions of problems.</p> <p>ix. Describe how attempts to solve one problem can lead to another problem.</p>
	c. Compare and contrast information from multiple sources.	<p>i. Identify tales from various cultures and explain similarities and differences among them.</p> <p>ii. Compare use of fact and fantasy in historical fiction with other forms of literature.</p> <p>iii. Demonstrate an understanding that multiple sources may be used to verify or contradict information.</p> <p>iv. Relate reader's background to text information.</p> <p>v. Identify discrepancies among sources.</p>
	d. Use personal or objective criteria to do the following: <ul style="list-style-type: none"> - Draw conclusions; - Make inferences; - Decide meanings; - Form opinions; - Make judgments. 	<p>i. Explain how reader is like or different from a story character.</p> <p>ii. Make connections with text-to-text, text-to-self, and text-to-world.</p> <p>iii. Explain reasons for conclusions a reader draws.</p> <p>iv. Use information from multiple places within same text to make inferences.</p> <p>v. Explain personal experiences in order to make inferences about text.</p> <p>vi. Determine definitions of new vocabulary within context.</p> <p>vii. Infer definitions from examples.</p>
	e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.	<p>i. Identify facts and opinions within news articles.</p> <p>ii. Analyze advertisements to identify statements of fact and opinion.</p> <p>iii. Analyze grade-level content area text to identify causes and effects.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use appropriate strategies when reading for the following purposes: <ul style="list-style-type: none"> - Full comprehension; - Locating information; - Personal enjoyment. 	<p>i. Identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information.</p> <p>ii. Within written materials, identify uses of graphics, layout, white space, parentheses, italics, and other visual aids.</p>
	b. Generate questions about important and interesting issues; use discussion to narrow research.	<p>i. Write "who," "what," "when," "where," "why," and "how" questions related to a self-selected topic.</p> <p>ii. Read draft of information report to a peer; invite peer to ask what further information he/she would like to learn.</p>

	c. Organize and interpret information to draw logical conclusions based on investigation.	i. Use such organizational strategies as sequence patterns, lists, problem/solution patterns, story maps, introduction, body, beginning/middle/end, and conclusions. ii. Follow written directions.
	d. Present acquired information in the form of a letter, report, story, and poster.	i. Incorporate computer-generated illustrations into a written report. ii. Identify typical types of information: letter, report, story, poster.
05. Read for technical information.	a. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.	i. Locate reference materials. ii. Use search engine to locate information on Internet. iii. Determine appropriate applications of reference materials: • Dictionary • Thesaurus • Almanac • Atlas • Encyclopedia
	b. Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.	i. Determine relationship of text to illustration. ii. Recognize author's purpose for such layout features as italics, bold print, and parentheses. iii. Use such organizational strategies as outlining, lists, problem/solution, patterns, introduction, body, and conclusions.
	c. Identify format of various technical and reference texts.	i. Explain differences among structures of various reference materials. ii. Explain purposes for various text structures among reference materials.
	d. Locate and understand sequence words.	i. Read and interpret written directions. ii. Create classroom or personal lists of sequence words.

708. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate understanding and application of writing process: - Brainstorm; - Draft; - Revise; - Edit; - Publish.	i. Participate in writing workshops to share ideas, respond to drafts, or provide constructive feedback. ii. Use student-friendly scoring standards to assess own writing and determine an area needing improvement.

	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, notes, or journals. ii. Use collected notes to determine a self-selected topic for further study.
	c. Identify and use appropriate style and vocabulary for audience and purpose.	i. Write narratives that relate ideas, observations, and memories; provide context for reader to imagine world of event or experience. ii. Use concrete sensory details and provide insight into why a particular incident is memorable.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.	i. Use the fourth-grade Direct Writing Assessment Scoring Standard, a checklist, and handbook to guide proofreading. ii. Write a variety of sentences such as declarative and interrogative, imperative, and exclamatory to produce a piece of writing. Employ beginning and proper noun capitalization, correct high frequency spelling, subject-verb agreement, pronouns and antecedents, series commas, quotation marks for dialogue, and end punctuation. iii. Apply rules of capitalization in written work. iv. Practice, use, and apply spelling rules in daily writing. v. Double the final consonant of a word within accented final syllable and which ends with a single vowel and consonant before adding a suffix that begins with a vowel (control, controlling). vi. Add "s" to words ending in vowel "y" preceded by a vowel (key/keys). vii. Drop the final "e" before adding a suffix that begins with a vowel (have/having). viii. Add "es" to nouns that end with "s," "ss," "sh," "ch," or "x" to form plurals. ix. Keep the final "e" when adding a suffix that begins with a consonant (late/lately). x. Change the "y" to "i" when adding a suffix to words that end in consonant "y," unless the suffix begins with "i." xi. Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (get/getting). xii. Add "s" to most nouns to form plurals (friend/friends). xiii. Change "f" or "fe" to "v" and add "es" to some nouns that end in "f" or "fe" (half/halves, knife/knives). xiv. Write legibly by appropriately selecting cursive or manuscript. xv. Break down parts of speech by

		<p>diagramming simple, compound, and complex sentences.</p> <p>xvi. Spell fourth-grade high-frequency words with ninety percent accuracy.</p>
	<p>b. Develop a paragraph that incorporates a clear and focused main idea and is supported by details and examples that are appropriate to topic, audience, and purpose.</p> <ul style="list-style-type: none"> - Incorporate topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization. - Write for personal and practical needs; messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions. 	<p>i. Write thank-you notes.</p> <p>ii. Write an introduction for a speaker.</p> <p>iii. Write a sample eulogy.</p>
03. Write a narrative essay which align with the fourth-grade Direct Writing Assessment.	<p>a. Create a multiple-paragraph narrative composition that provides an introductory paragraph and establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.</p>	<p>i. Incorporate dialogue into a composition to move plot.</p> <p>ii. Explain importance of an effective lead.</p> <p>iii. Include the following story elements: plot, character, setting, and point of view.</p>
	<p>b. Write and publish original creative words that incorporate figurative and descriptive language.</p>	<p>i. Produce short stories, narrative essays, poetry, and plays. Incorporate metaphor, simile, personification, and alliteration.</p> <p>ii. Identify a metaphor and simile within literature; explain meaning of each.</p> <p>iii. Write for such personal and practical needs as the following: messages, diaries, journals, and friendly letters.</p>

709. LISTENING

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	<p>a. Listen and respond to a variety of electronic and live presentations.</p>	<p>i. Follow short, simple directions about the system of classroom procedures and activities.</p> <p>ii. Analyze the accuracy of a historical drama.</p>

	b. Listen to gain enrichment and information about various cultures.	i. Respond to an oral presentation about another culture. ii. Use effective listening strategies when interviewing a source regarding Idaho history.
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	i. Learn and role-play effective listening strategies for participation in peer editing groups. ii. Effectively listen to peer and teacher responses within group discussion and paraphrase when appropriate. iii. Participate in small group discussions to generate new ideas, solve relevant problems, and make appropriate decisions. iv. Ask for clarification and elaboration of key points of a lecture.
02. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. Ask speaker a specific question by paraphrasing one of his/her key points. ii. Ask speaker for further clarification related to relevant topic. iii. Discuss main idea with a partner.
	b. Note similarities and differences between and among a variety of oral presentations.	i. Evaluate a readers' theatre and stage plays. ii. Compare and contrast a reader's theatre and stage play presentations.
03. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.	i. As a follow-up oral presentation, discuss, analyze, and record basic components of presentation with a partner. Share findings with class. ii. Using grade-level appropriate scoring standard, listen to and evaluate a videotaped oral presentation.

710. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.	i. Present accurate directions to a classmate for making a peanut butter sandwich. ii. Demonstrate how to sell a product. iii. Sign a story while another student reads it.
	b. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary, as well as effective use of illustrations, pictures, and charts.	i. Present an oral book report to small group or entire class. ii. Present an oral report related to a science or history project to a small group or entire class. iii. Teach a science lesson to a partner, small group, or entire class.

02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	i. Dramatize original poetry of a selected piece of prose or poetry. ii. Recite a teacher-selected prose or poem from memory.
	b. Orally read or recite a poem.	
03. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems.	i. Research a school or community problem. Brainstorm and use gathered data; present solution to class. ii. Work in small groups to debate a hypothetical issue.
	b. Use causes and effects and similarities and differences to demonstrate a key point.	i. Identify some cause/effect relationships in school. Example: Students who ride buses arrive on time; walkers may not. ii. Identify similarities and differences between two school playgrounds; explain reasons why one does/does not adequately serve students' needs.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.	i. Following an oral presentation, develop three relevant questions within a small group. ii. Listen to an orally presented second grader's story; with reader, briefly discuss story's meaning.

711. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify a variety of visually-presented material (books, films, videos, Internet).	i. View a science video to enhance a concept (information). ii. Compare and contrast a novel to a film (literature).
	b. Determine main concept and supporting details within non-print media.	i. Write a summary of a viewed presentation that informs. ii. Identify literary story elements within a film.
02. View media sources for personal response and expression.	a. Demonstrate understanding of significant relationships, ideas, and cultures which various media represent.	i. Compare a novel's description of a story's setting with a movie's presentation. ii. Explain some specific purposes for television.
	b. Compare effectiveness of media presentations.	i. Compare video presentations of same story. ii. Use Venn diagram to compare productions of similar stories.

03. View media to engage in critical analysis and evaluation.	a. Interpret literal and figurative meanings of communication.	i. Relate main idea which a commercial is attempting to convey. ii. Explain strategies a commercial uses to persuade views such as watch a McDonalds commercial and ask: "What is this ad trying to convince you to do?" (Eat at McDonalds) "What did you see that encouraged you to go to McDonalds?" (Bright colors, fun activities, happy faces, and delicious-looking food.)
	b. Differentiate between fact and opinion.	i. View commercial. Determine which words lead reader to believe an opinion is a fact. ii. Identify facts within a five-minute documentary clip.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. With guidance, explore use of multiple visual tools to produce visuals.	i. Design a project that includes oral, written, and graphic displays. ii. Design a presentation using such software as PowerPoint or HyperStudio. iii. With classmates create a two-minute video.

712. -- 714. (RESERVED).

715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 5, SECTIONS 716 THROUGH 720.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

716. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read fifth-grade materials.	
	Phonics b. Use spelling patterns, syllabication, and other strategies to identify words.	i. Listen to orally-presented two -to five-syllable words; write letters that spell the accent ed, unaccented, first, middle, or last syllable. ii. Listen to orally-presented two- to five-syllable words. Write "a," "e," "i," or "u" to represent sound of first, second, third, middle, or last syllable. iii. Recognize how such elements of text structure as initial capital, period, question mark, exclamation mark, comma, and paragraph indentation contribute to meaning.

	c.	Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.	i.	Identify meanings of such "drop" idioms as the following: drop in, eavesdrop, drop off, and backdrop.
	Word Analysis			
	d.	Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.	i.	Use a thesaurus to locate four words or phrases that mean the same as the following: "deck," "scoop," and "bridge."
			ii.	Use "tele" or "phone" with various endings and illustrate.
	Context Clues			
	e.	Use context clues to choose correct meanings of identified words within a reading passage.	i.	Select a known word within content area text and identify three words or phrases that assist to clarify its meaning.
	f.	Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.	i.	Read a narrative that includes such transition words as then, next, last, and before; reconstruct events in order.
	Sentence Structure			
	g.	Use knowledge of written language to anticipate words when reading.	i.	Anticipate nouns following noun markers: "a," "an," and "the."
			ii.	Fill in blanks in a predictable passage such as Mad Libs.
	h.	Use knowledge of written language to comprehend text.		
	i.	Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.	i.	Preview materials to understand structure and anticipate content.
			ii.	Study a picture and caption. Create own text for a younger interpretation.
			iii.	Based on pictures within a text, predict a selection's plot.
	j.	Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.	i.	Use dictionaries/thesauri to determine meanings and related words.
			ii.	Learn a variety of memorization techniques, such as concentration, bingo, and acronyms.
	k.	Locate, gather, and synthesize information for a variety of purposes.	i.	Use reference materials, Internet, and current periodicals.
			ii.	Gather a collection of favorite poems.
	l.	Paraphrase and summarize text.	i.	In own words rewrite a selected passage; include most important ideas.
			ii.	Replace characters in a story and recreate story with animals.

	m.	Draw inferences and conclusions from text.	i. ii.	Construct ending of an incomplete passage. Read a passage about a well-known place and infer its name from the description.
	n.	Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure.	i. ii. iii. iv.	Recognize similes and metaphors. Identify such forms of poetry as free verse, rhyme, haiku, and cinquain. Locate the beginning, middle, and end of a story. Identify a story's main characters.
	o.	Determine main idea or essential message within a text and identify relevant details and facts.	i. ii.	Read about a significant historical person; describe his/her goals and challenges. Determine main idea and supporting details within content area reading.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a.	Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.	i. ii. iii.	Use a historical character to create a tale. Compare and contrast fiction, historical fiction, and nonfiction. Perform in a readers' theatre role.
	b.	Activate and draw upon prior experiences to connect to reading selections.	i. ii.	Write a narrative that identifies and compares personal experiences to those described within a reading selection. Before reading a text about a particular topic such as koalas, write three already known facts about the topic. Read text and determine if text confirms, contrasts, or extends known facts.
	c.	Compare and contrast information about same topic after reading two or more passages or articles.	i. ii.	Create a Venn diagram; draw connections between literary works and related themes. Draw connections to relate literature to social studies and science.
	d.	Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning.	i. ii. iii. iv.	Read and respond to newspaper and magazine articles. Follow step-by-step directions in technical material. Research periodical information. Develop habit of independently reading thirty minutes daily.
03. Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.	a.	Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. ii. iii.	Relate new pieces of literature to previously-read pieces with similar purposes. Explain how a different setting can affect an author's purpose. Identify author's purpose for a given piece (to entertain, persuade, or inform).

	b.	<p>Explain literary text according to the following elements:</p> <ul style="list-style-type: none"> - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot and relevant causes and effects; - Point of view; - Plot structure; - Theme; - Conflict and resolution. 	<ul style="list-style-type: none"> i. Identify main characters. ii. Describe how a character changes from the beginning to the end of a selection. iii. Describe characters' traits and how they contribute to the plot. iv. Identify time and place of setting. v. Discuss how setting influences plot. vi. Identify a story's climax. vii. Complete a story map to illustrate plot. viii. Identify problems encountered by characters, attempts at solving problems, and resolutions of problems. ix. Describe how attempts to solve one problem can lead to another problem. x. Extend learning with examples of flashback and foreshadowing.
	c.	<p>Compare and contrast information from multiple sources.</p>	<ul style="list-style-type: none"> i. Identify tales from various cultures and explain similarities and differences among them. ii. Compare use of fact and fantasy in historical fiction with and in other forms of literature. iii. Demonstrate understanding that multiple sources may be used to verify information and contradict information. iv. Relate reader's background to text information. v. Identify discrepancies among sources.
	d.	<p>Use personal or objective criteria to do the following:</p> <ul style="list-style-type: none"> - Draw conclusions; - Make inferences; - Decide meanings; - Form opinions; - Make judgments. 	<ul style="list-style-type: none"> i. Explain how a reader is like or different from a story character. ii. Make connections with text-to-text, text-to-self, and text-to-world. iii. Explain reasons for conclusions a reader draws. iv. Use information from multiple places within same text to make inferences. v. Explain personal experiences in order to make inferences about text. vi. Infer definitions from examples.
	e.	<p>Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>	<ul style="list-style-type: none"> i. Identify facts and opinions within a new article. ii. Analyze advertisements to identify statements of fact and opinion. iii. Analyze grade-level content area text to identify causes and effects.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a.	<p>Use appropriate strategies when reading for the following purposes:</p> <ul style="list-style-type: none"> - Full comprehension; - Locating information; - Personal enjoyment. 	<ul style="list-style-type: none"> i. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. ii. Within written materials, identify uses of graphics, layout, white space, parentheses, italics, and other visual aids.

	b. Generate questions about important and interesting issues to narrow topic(s) for research.	i. Write "who," "what," "when," "where," "why," and "how" questions related to a self-selected topic. ii. Read draft of information report to a peer; invite peer to ask what further information he/she would like to learn.
	c. Organize and interpret information to draw logical conclusions based on investigation.	i. Use such organizational strategies as sequence patterns, lists, problem/solution patterns, story maps, introduction, body, beginning/middle/end, and conclusions. ii. Follow written directions.
	d. Combine acquired information for presentation.	i. Incorporate computer-generated illustrations into a written report. ii. Identify typical types of information: letter, report, story, and poster.
05. Read for technical information.	a. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.	i. Locate reference materials. ii. Use search engines to locate information on Internet. iii. Determine appropriate applications of reference materials: <ul style="list-style-type: none"> • Dictionary • Thesaurus • Almanac • Atlas • Encyclopedia
	b. Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.	i. Determine relationship of text to illustration. ii. Recognize author's purpose for such layout features as italics, bold print, and parentheses. iii. Use such organizational strategies as outlining, lists, problem/solution patterns, introduction, body, and conclusions.
	c. Describe format of various technical and reference texts.	i. Identify numbers, letters, and words that indicate sequencing of information. ii. Match graphics with explanations or related information within text. iii. Locate tables of contents, indices, and appendices within textbooks and other materials.
	d. Read, understand, and apply technical information.	i. Use information from expository sources to construct a terrarium or animal habitat that will sustain life. ii. With much support and guidance, create a computer spreadsheet or database following written directions.

717. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.	i. Participate in the writing process to share ideas and create rough drafts. ii. Use peer editing and self-revision to improve a piece of writing. iii. Publish by preparing a final hard copy or informally sharing.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, notes, and journals. ii. Use collected notes to determine a self-selected topic for further study.
	c. Identify and use appropriate style and vocabulary for audience and purpose.	i. Write narratives that relate ideas and provide context for reader. ii. Write an expository piece using topics across curriculum.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.	i. Apply fundamental rules and conventions for grammar, punctuation, and capitalization. ii. Use dictionaries and spell checkers to correct spelling errors.
	b. With support, incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Personification; - Vocabulary.	i. Incorporate such targeted skills as alliteration and figurative language into writing. ii. Use such resources as a dictionary and thesaurus to develop targeted skills.
	c. Develop a paragraph: - Incorporate a clear and focused main idea; - Support main ideas with details and examples that are appropriate to topic, audience, and purpose; - Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.	i. Write a paragraph about a cross-curricular topic. ii. Write from personal and practical needs: messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions.

03. Write a narrative essay that aligns with the fourth-grade Direct Writing Assessment.	a. Create a multiple-paragraph narrative composition that includes the following: - An introductory paragraph to establish and support a central idea; - Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations; - A concluding paragraph that summarizes key points; - Proper indentation.	i. Include an effective lead/topic sentence. ii. Incorporate the following story elements: plot, characters, setting, and point of view.
	b. Write and publish original creative words that incorporate figurative and descriptive language.	i. Produce short stories, narrative essays, poetry, and plays. ii. Incorporate one or more of the following elements: alliteration, hyperbole, idioms, similes, metaphors, personification, and vocabulary.

718. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Follow short, simple directions related to classroom procedures and activities. ii. Analyze logic, accuracy, and relevancy of information.
	b. Listen to gain enrichment and information about a variety of cultures.	i. Respond to an oral presentation. ii. Use appropriate eye contact and respond with appropriate questions and comments.
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	i. Effectively listen to peer and teacher responses within group discussions and paraphrase when appropriate. ii. Participate in small group discussion to generate new ideas, solve relevant problems, and make appropriate decisions. iii. Ask for clarification and elaboration of key points of a lecture.
02. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. In written form, respond to an oral presentation. ii. Provide opportunities for immediate response to orally presented information.
	b. Identify similarities and differences between and among a variety of oral presentations.	i. Compare and contrast specific presentations. ii. Evaluate connections to curriculum.

719. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share understanding of information.	a. Use oral communication for various purposes and audiences that incorporate the following: - Variety of word choices; - Inflection; - Volume; - Phrasing; - Physical gestures; - Eye contact.	i. Present step-by-step directions for completing a simple task to a partner, small group, or class. ii. With teacher direction, participate in a "jigsaw" activity requiring each student to present newly-learned information.
	b. Plan and deliver an oral presentation that incorporates the following: - Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.	i. Orally present to a small group or entire class. ii. Teach a concept or skill to a partner, small group, or entire class. iii. Present accurate directions for completing a task to a classmate or small group. iv. Demonstrate how to sell, create a product, or market an idea.
02. Speak for literary response and expression.	a. Use oral interpretation, presentation, and dramatic readings to share personal and/or literary works.	i. Dramatize a selected piece of prose or poetry. ii. Relate a personal or literary story.
	b. Read orally or recite poem.	i. From a variety of poets, self-select a poem to share. ii. Read a teacher- or student-selected sample of prose or poetry.
03. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems.	i. Research a school or community, age-appropriate problem; brainstorm, gather data, and present solution. ii. Work in small groups to debate an appropriate issue.
	b. Uses causes and effects and similarities and differences to demonstrate a key point.	i. Identify some cause/effect relationships in home, school, and community. ii. Record likeness and differences between two specific items.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen carefully and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.	i. Listen attentively to an oral presentation. ii. Provide verbal feedback that demonstrates understanding of information. iii. Raise valid and relevant questions. iv. Demonstrate respect for others' perspectives.

720. VIEWING.

Rationale: Use viewing skills to understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify a variety of visually-presented materials (books, films, videos, Internet).	i. View a variety of such resources as Internet, video, film, and books for a specified topic. ii. Write or present information to demonstrate understanding.
	b. Determine main idea and supporting details within non-print media.	i. Write a summary of a viewed presentation that informs. ii. Identify literary story elements within a video/film.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented within various media.	i. Compare a novel to its movie version. ii. Explain purposes for print versus film version of similar information.
	b. Compare effectiveness of media presentations.	i. Based on specified criteria, compare sources. ii. Share located information with a small or large group.
03. View media to engage in critical analysis and evaluation.	a. Interpret literal and figurative meanings of communication.	i. Determine main idea of a video. ii. Explain strategies a commercial/video uses to persuade viewers.
	b. Differentiate between facts and opinions.	i. View five-minute clip to determine words that lead viewer to believe it is factual. ii. View five-minute clip to identify words that offer an opinion.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Create a print media visual.	i. Design visual aids that display specified information. ii. Share a visual in a small and large group.
	b. With guidance, explore uses of visually-presented materials.	i. Design a presentation that incorporates such software as PowerPoint or HyperStudio. ii. Within small groups, create a two-minute video.

721. -- 723. (RESERVED).

724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 6, SECTIONS 725 THROUGH 729.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

725. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to construct sense of grade-level text: <ul style="list-style-type: none"> - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word analyses); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles). 	i. Use phonic knowledge to decode unknown words. ii. Use context clues to determine word identification and meaning. iii. Apply knowledge of roots, affixes, contractions, compound words, and possessives to determine word meaning. iv. Use such punctuation as periods, commas, quotation marks, and semicolons as markers of meaning. v. Read illustrations and captions to assist comprehension.
	b. Search purposefully for particular information: <ul style="list-style-type: none"> - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Based on purpose for reading, search for most important information; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification. 	i. Interpret figurative language. ii. To construct meaning, connect information throughout the same text, from different texts, and from reader's prior knowledge. iii. To prioritize importance of ideas, use graphic information: bold print, italics, underlining, and headings/subheadings.
	c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: <ul style="list-style-type: none"> - Synthesize information from text to anticipate outcomes. - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text. 	i. When reading, use knowledge of graphophonic, syntactic, and semantic information to predict unfamiliar words. ii. Skim text to predict content based on such items as titles, headings, subheadings, bold print, and illustrations. iii. Within literature circles, discuss predictions and reasons for predictions. iv. Pause while reading to purposefully recall information and experiences relevant to what is being read. v. Use what is known about an author and his/her style to predict and better understand text. vi. Read passage that includes foreshadowing and make predictions about future developments.

	d.	Reconsider a response against more than one source of information from grade-level text.	i. Consider whether information from a text matches reader's personal experiences or knowledge of a topic. ii. Pause when reading to compare running text with graphic information. iii. Consider graphophonic information and meaning to accurately decode challenging vocabulary.
	e.	Confirm or self-correct predictions in response to grade level text.	i. Question self to determine if reader is correctly conveying meaning. ii. Use the following strategies to clarify meaning: rereading, reading ahead, asking questions to text, and retelling what has happened.
	f.	Draw inferences and conclusions from text.	i. Infer meaning and draw conclusions from explicitly-stated textual information. ii. Infer meaning and draw conclusions from implied textual information. iii. Infer meaning and draw conclusions by connecting textual information in text to reader's prior knowledge.
	g.	Identify literary devices: - Mood; - Tone; - Style; - Figurative language.	i. Articulate personal feelings about or emotional responses to a reading selection. ii. Compare and contrast tones of various reading selections. iii. Examine and discuss various authors' styles. iv. Within a selection, locate and discuss uses of figurative language: similes, metaphors, and personification.
	h.	Determine main idea or essential message within a text and identify relevant details and facts.	i. After reading a novel or passage, discuss main idea. ii. After reading an expository selection, relate supporting facts to main ideas using such graphic organizers as a web, outline, or diagram.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a.	Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.	i. Explain differences among literary genres. ii. Use genre knowledge to compare and contrast selections. iii. Identify universal themes and pieces of themes.
	b.	Activate and draw upon own experiences to connect to reading selections.	i. Before reading, free-write personal experiences that relate to the topic of a particular text. ii. Compare and contrast own experiences with those described in text.

	c. Relate social, cultural, and historical aspects of literature to reader's personal experience.	i. Describe how a main character's motives and actions are influenced by the society, culture, and historical period reflected by the story's setting. ii. Compare and contrast the society, culture, and historical period reflected within a selection to that of the reader.
	d. Analyze narrative literature according to the following text elements: - Character; - Setting; - Plot structure; - Theme; - Point of view.	i. Demonstrate understanding that characters are developed through actions, reactions, thoughts, speech, and author's comments. ii. Assess importance of setting. iii. Analyze and evaluate how conflict drives a plot and affects characters. iv. Draw inferences from text to identify theme, draw conclusions, and make predictions. Develop new ideas and unique interpretations related to text.
	e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	i. Interview parents and other adults to identify types of texts and purposes for reading both on the job as well as outside the job. ii. Identify such appropriate sources for locating specific information as yellow pages for contracting businesses, ads for price comparisons, and manuals for how-to instructions. iii. Bring a children's book to class to illustrate how reading can teach important life skills and enhance friendships such as <u>Rose and Michael</u> .
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. Explain how a different setting affects author's purpose. ii. Identify information within a literary piece that is critical for developing author's purpose. iii. State various purposes for which authors write: to entertain, to persuade, to inform, or to connect knowledge of literary pieces to state purposes.
	b. Analyze literary text for following story elements: - Characters; - Setting; - Point of view; - Plot structure; - Theme.	i. Demonstrate understanding that characters are developed through actions, reactions, thought, speech, and author comment. ii. Identify time, place, and mood of a selection. iii. Use plot curve/story map to exhibit exposition, situation, rising action, climax, falling action, and denouement. iv. With justification, explain the theme of a given piece.

		<p>v. Identify the following types of conflict within text: person versus person, person versus self, person versus nature, person versus society, and person versus fate.</p> <p>vi. Identify and discuss resolution.</p>
	c. Compare and contrast information from multiple sources.	<p>i. Use multiple sources to verify or contradict information.</p> <p>ii. Identify differences between reader's background knowledge and text information.</p> <p>iii. Provide possible explanations for</p> <p>iv. Analyze character traits and use that information to compare and contrast tales from various cultures.</p> <p>v. Identify bias within text.</p>
	d. Use personal or objective criteria to do the following: <ul style="list-style-type: none"> - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments. 	<p>i. Make connections from text-to-text, text-to-self, and text-to-world.</p> <p>ii. Share opinions and judgments about fiction and nonfiction.</p> <p>iii. Use inferences to synthesize text information.</p> <p>iv. Demonstrate understanding of terms and concepts defined in examples/non-examples and comparisons.</p>
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	<p>i. Identify facts and opinions within commercials and documentaries.</p> <p>ii. Analyze grade-level content area text to identify causes and effects.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: <ul style="list-style-type: none"> - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions. 	<p>i. Identify whether a question is asking "who," "what," "when," "where," or "why" information.</p> <p>ii. Skim text to preview its usefulness in providing desired information.</p> <p>iii. Apply information from textbooks, encyclopedias, atlases, periodicals, electronic media, and primary sources.</p>
	b. Systematically organize new information from expository text.	<p>i. After reading a given text, complete a skeleton outline.</p> <p>ii. Use note cards to record information from text.</p> <p>iii. Highlight or underline key words and important information.</p>
	c. Synthesize what has been read: <ul style="list-style-type: none"> - Identify main idea and supporting details; - Identify important information, patterns, and themes; 	<p>i. Review notes. Record questions in note margin as needed for clarification or provide for additional information.</p> <p>ii. Use K-W-L study strategy (What you KNOW, What you WANT to learn, and What you have LEARNED.)</p>

	<ul style="list-style-type: none"> - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text. 	<ul style="list-style-type: none"> iii. Write essay and summary in response to reading. iv. Use visual graphics to demonstrate understanding of concepts and relationships.
05. Read for technical information.	a. Read, understand, and apply technical information.	<ul style="list-style-type: none"> i. Read and follow written directions for constructing a model or playing a game. ii. Read and follow directions for reprogramming a VCR or digital phone.
	b. Identify and use comprehension strategies to understand technical text.	<ul style="list-style-type: none"> i. Preview technical text by reading headings/subheadings, bold-faced words, schematics, pictures, charts, and other visual information. ii. Slow reading rate to assist comprehension of challenging text. iii. Reread text when meaning is unclear.
	c. Apply knowledge of the following elements to understand text: <ul style="list-style-type: none"> - Graphics; - Highlighting techniques; - Organizers. 	<ul style="list-style-type: none"> i. Read and interpret charts, graphs, maps, diagrams, and tables. ii. Use bold-faced print, italics, font size, underlining, color, and bulleted information to locate specific information. iii. Use headings/subheadings, captions, sidebar, and footnote information to clarify meaning.
	d. Identify organization of technical texts.	<ul style="list-style-type: none"> i. Identify numbers, letters, and words that indicate sequencing of information. ii. Match graphics with explanations or related information within text. iii. Locate tables of contents, indices, and appendices within manuals.
	e. Apply technical information to complete tasks.	<ul style="list-style-type: none"> i. Use information from expository sources to construct a terrarium or animal habitat that will sustain life. ii. Follow simple word processing procedures on a personal computer.

726. WRITING.

Rationale: Students write to demonstrate skills and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and use steps of the writing process: <ul style="list-style-type: none"> - Brainstorm; - Draft; - Revise; - Edit; - Publish. 	i. Brainstorm <ul style="list-style-type: none"> • Share ideas, respond to his/her/other drafts and provide constructive feedback. • Generate ideas for writing topics. • Use such brainstorming techniques as free writing and clustering. • Use life experiences as a basis for writing ideas. ii. Draft <ul style="list-style-type: none"> • Write a rough draft. iii. Revise <ul style="list-style-type: none"> • Use self-evaluation techniques to assess own writing and determine an area needing improvement. • Use such organizing techniques as outlining. • Edit a written composition for meaning; discard irrelevant sections. • Vary sentence structure. • Use vivid, non-repetitive, precise, and appropriate words. • Rearrange ideas to enhance meaning. • Use proper paragraph structure. • Revise for unity, coherence, and sentence structure. iv. Edit <ul style="list-style-type: none"> • Apply standard rules and conventions to proofreading work. • Use appropriate peer editing and self-editing techniques. v. Publish <ul style="list-style-type: none"> • Share finished product in a variety of settings. • Submit work to school, local, or national publication.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, notes, and journals for the following purposes: <ul style="list-style-type: none"> • To express self • To inform • To create • To explain • To persuade • To entertain
	c. Identify and use appropriate style and vocabulary for a particular audience.	i. Select precise and appropriate words that are suitable to audience.

<p>02. Write and edit for correctness and clarity.</p>	<p>a. Determine and apply rules and conventions for the following:</p> <ul style="list-style-type: none"> - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility. 	<p>i. Grammar</p> <ul style="list-style-type: none"> • Demonstrate proficiency using subject-verb agreement, pronouns, verbs, and modifiers. • Use a variety of sentence types: declarative, imperative, interrogative, and exclamatory. • Use complex sentence structure. • Use appositives to increase sentence variety. • Apply appropriate word usage to specific applications. • Identify parts of speech within a sentence or paragraph: nouns, pronouns, verbs, interjections, and modifiers. • Identify and correct sentence fragments and run-ons. • Identify sentence subject and predicate. • Use a thesaurus to find and use synonyms and antonyms in written work. <p>ii. Punctuation</p> <ul style="list-style-type: none"> • Follow proper rules regarding periods, commas, quotation marks, titles, apostrophes in contractions and possessives, and abbreviations. <p>iii. Capitalization</p> <ul style="list-style-type: none"> • Use to begin proper nouns. • Use to begin adjectives, titles, and sentence beginnings within a quote. <p>iv. Spelling</p> <ul style="list-style-type: none"> • Practice, use, and apply spelling rules in daily writing. • Use appropriate prefixes and suffixes. • Identify base words. • Identify meaning of some Latin and Greek roots. • Spell sixth-grade high-frequency words with ninety percent accuracy. • Correctly spell commonly misspelled words with ninety percent accuracy. • Correctly use homonyms.
	<p>b. Incorporate a variety of elements of writing:</p> <ul style="list-style-type: none"> - Alliteration; - Figurative language; - Simile; - Metaphor; - Personification; - Vocabulary. 	

	<p>c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.</p> <ul style="list-style-type: none"> - Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences. 	<p>i. Write descriptive, compare/contrast, and cause/effect paragraphs.</p> <p>ii. Use specific supporting details.</p> <p>iii. Write clear introductions and conclusions.</p> <p>iv. In writing, summarize the main idea and supporting details in a piece of writing.</p>
03. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.	i. Use resources such as newspapers, magazines, manuals, Internet sites, encyclopedias, CD-ROM, almanacs, dictionaries, and literary works from which to collect.
	b. Produce documents in appropriate format to inform and explain.	i. Respond in writing to a teacher-prepared expository prompt.
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	<p>i. Compare artist's painting style to an author's style when contained in the same novel.</p> <p>ii. Contrast similar stories, fables, folktales, and myths from various cultures.</p> <p>iii. Respond to a particular piece of literature and relate to own experiences.</p>
	b. Appropriately use a thesis and supporting evidence.	<p>i. Write an evaluative essay of a favorite book or movie.</p> <p>ii. Respond to essay questions in paragraph form. Use a topic sentence, supporting details, and conclusion.</p>
	c. Write and publish original creative works that include figurative and descriptive language.	<p>i. Produce samples of poetry, friendly letters, business letters, short stories, essays, summary reports, and personal narratives.</p> <p>ii. Incorporate simile, metaphor, personification, alliteration, and imagery.</p>

05. Write to critically analyze and evaluate.	a. Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.	i. Compare an author's purposes from several of author's books. ii. Analyze author's effectiveness to write persuasively. iii. Compare/contrast such poetic elements as rhyme, rhythm, figurative language, and meter. iv. Analyze elements using personal, peer, and professional writing, current events, visual and performing arts, advertising, and political/civic discourse. v. Compare such elements in formal and informal poetry as rhyme scheme, figurative language, rhythm, and voice. vi. In a small group, write and act out dialogues that might occur between a student and a friend, a student and a parent, and a student and a teacher.
	b. Use a thesis/main idea and appropriate supporting evidence to persuade and inform a specific audience.	i. Produce a critique, review, proposal, and editorial. ii. Explain personal perspective related to the arts or other cultural perspective.
	c. Use writing to persuade.	i. Write a response analyzing the effectiveness of print advertising and commercials. ii. Compare a letter of inquiry to an imaginary employer using a business letter format.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of technological and informational resources to do the following: - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Formulate thesis or focus and relevant support; - Formulate and support main idea with evidence.	i. Practice note taking. Include two-column and outlining. ii. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations. iii. Create a research paper: • Choose and limit topic; prepare research questions • Locate reference materials; prepare bibliography and note cards and paraphrase resource materials • Gather relevant information from at least two sources • Outline gathered information • Write a two-to-three page report
	b. Present research findings.	i. Share research findings with a younger audience via a "trade show" presentation. ii. Display finished work in media center, hallways, or other areas of the school. iii. Produce classroom publication for distribution.

07. Write technical information.	a. Produce technical document.	i. Identify, select, and prioritize web sites. ii. Communicate with others via computer. iii. Interpret and organize information. iv. Prioritize existing list of web sites. v. Send e-mail to fellow sixth graders related to a content-area topic. vi. Interpret and organize information using the Internet and HyperStudio to create a multimedia presentation. vii. Arrange and format text with a processor.
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727. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Follow directions about the school system and classroom procedures. ii. Listen to material: organize and enhance listening by taking notes. iii. Summarize key points and main ideas from assembly speaker. iv. Duplicate geometric drawings from oral directions; compare to original for accuracy.
	b. Develop listening skills to gain enrichment and information about various cultures.	i. Respond to an oral presentation about another culture using a compare/contrast activity. ii. Identify and describe characteristics and forms of language across cultures.
	c. Develop use of effective interpersonal listening skills.	i. Conduct a peer interview and accurately restate information. ii. Write thank-you letter to a guest speaker and include three key points of speech. iii. Know and demonstrate appropriate listening behaviors in the classroom, auditorium, and other various settings.
02. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. Discuss story elements after listening to a recorded play, book, or short story. ii. Summarize plot after teacher reads story. iii. Record two versions of a story and direct students to listen for details left out of second version.
	b. Locate similarities and differences within a variety of oral presentations.	i. Compare and contrast the film version and an oral reading of a book. ii. Critique student oral presentations using a report format.

03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communications and non-verbal cues.	i. Describe how language choice and delivery affect mood, tone, and message. ii. Distinguish between opinion and fact in such oral presentations as speeches, news, broadcasts, and advertising. iii. While listening to an oral book report, evaluate speaker's analysis of the book.
	b. Listen for sequencing.	i. After listening to an oral presentation, list major events in sequence. ii. Given oral directions to complete a task, list steps in order presented. iii. Listen to a short story and create story map or plot timeline.

728. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporates the following: <ul style="list-style-type: none"> - Word choice; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture. 	i. Identify a problem within the school, neighborhood, or community; in a speech, describe the problem and present a solution. ii. Present an oral book report to small group or entire class. iii. Present an oral report related to a science or history project to a small group or entire class.
	b. Plan and deliver oral presentations that effectively incorporate the following: <ul style="list-style-type: none"> - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology. 	i. Present accurate directions to a classmate for making a new invention or product. ii. Demonstrate how to sell an invention or product. iii. Participate in a panel discussion. iv. Present short skits. v. View a televised sporting event and mute sound. Direct students to record own commentary.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	i. Share an original piece of writing with a small group or entire class. ii. Select favorite piece of children's literature and present to audience pretending to be first graders. iii. Memorize and recite a poem to a group. iv. Role-play an event from a favorite novel. v. Create a talk show and interview a book's major characters; use plot to guide questions.

	b. Memorize and present a selected poem.	i. Recite a poem to a group. ii. Dramatize a reading of a poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Work in small groups to debate a classroom issue. ii. Using a fairy tale, present a main character's soliloquy to explain his/her perspective. iii. Present views related to a school issue to an administrator and discuss possible solutions.
	b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.	i. Following an oral presentation, form small groups and formulate four questions in each group to present to entire class. (Provide ample time for students to participate in group discussions.) ii. Paraphrase speaker's message and clarify by asking specific questions.

729. VIEWING.

Rationale: use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Use traditional and visually-presented materials (books, films, videos, Internet).	i. View science and social studies video to enhance a concept. ii. Compare and contrast a novel to a film.
	b. Use viewing skills to determine main idea and collect data.	i. Using notes taken and identify main ideas of a video presentation. iii. Identify literary story elements within a film.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented in various media.	i. Compare/contrast characteristics of television and printed material. ii. Compare/contrast video and print versions of the same work in terms of main concept, supporting details, stereotypes, bias, and persuasion techniques. iii. Watch a subtitled foreign film clip. In small groups, create dialogue in English. Compare scripts.
03. View media to engage in critical analysis and evaluation.	a. Evaluate relationships, ideas, and cultures represented in various media.	i. Identify similarities between student's own culture and a presented culture.
	b. Critique, interpret, and evaluate non-print media.	i. Identify and explain video techniques to indicate a lapse in time. ii. Identify bias, persuasion, and propaganda techniques used in advertising.

	c. Apply knowledge gleaned from charts and graphs.	i. In small groups, interpret information presented in a chart or graph. ii. Create a school/classroom survey; chart data on a graph.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Demonstrate understanding of graphics, pictures, color, motion, and music.	i. Create storyboard with pictures to plot events in novel. ii. Use cuts from popular music CDs to complement mood of story. iii. Critique book jackets of familiar novels. iv. Create a "Wax Museum." Each student becomes a "mannequin" of favorite novel character.
	b. With support, apply technical skills to produce effective visuals.	i. Design a presentation using such software as PowerPoint and HyperStudio. ii. With classmate, create a two-minute video. iii. Design a CD cover and use to complement student-created lyrics/poetry.

730. -- 732. (RESERVED).

733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 7, SECTIONS 734 THROUGH 738.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

734. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read grade-level text: - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word knowledge); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles).	i. Use phonic knowledge to decode unknown words. ii. Use context clues to determine word identification and meaning. iii. Apply knowledge of roots, affixes, contractions, compound words, and possessives to determine word meaning. iv. Use such punctuation as periods, commas, quotation marks, and semicolons as markers of meaning. v. Read illustrations and captions to assist comprehension.
	b. Search purposefully for particular information: - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Based on purpose for	i. Interpret figurative language. ii. Connect information throughout the same text, from different texts, and from reader's prior knowledge to construct meaning. iii. Prioritize importance of ideas; use the following graphic information: bold print, italics, underlining, and

	<p>reading, search for most important information;</p> <ul style="list-style-type: none"> - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, and classification. 	headings/subheadings.
	<p>c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text:</p> <ul style="list-style-type: none"> - Synthesize information from the text to anticipate outcomes; - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text. 	<ul style="list-style-type: none"> i. Use knowledge of graphophonic, syntactic, and semantic information to predict unfamiliar words when reading. ii. Based on such items as titles, headings, subheadings, bold print, and illustrations; skim text to predict content. iii. Within literature circles, discuss predictions and reasons for predictions. iv. Pause while reading to purposefully recall information and experiences that are relevant to what is being read. v. Use what is known about an author and his/her style to predict and better understand text. vi. Read passage that includes foreshadowing and make predictions about future developments.
	<p>d. Reconsider a response against more than one source of information from grade-level text.</p>	<ul style="list-style-type: none"> i. Consider whether information from a text matches reader's personal experiences and knowledge of a topic. ii. Pause when reading to compare running text with graphic information. iii. Consider graphophonic information and meaning to accurately decode challenging vocabulary.
	<p>e. Confirm or self-correct predictions in response to grade-level text.</p>	<ul style="list-style-type: none"> i. Question self to determine if reader is making meaning. ii. Use fix-up strategies when meaning is unclear: rereading, reading ahead, asking questions of the text, and retelling what has happened so far.
	<p>f. Draw inferences and conclusions from grade-level text.</p>	<ul style="list-style-type: none"> i. Infer meaning and draw conclusions from information explicitly stated in text. ii. Infer meaning and draw conclusions from information implied in text. iii. Infer meaning and draw conclusions by connecting information in text to reader's prior knowledge.

	g. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.	i. Articulate personal feeling about or emotional reaction to a reading selection. ii. Compare and contrast tones of various selections. iii. Examine and discuss different authors' styles. iv. Locate and discuss various uses of figurative language within a text: similes, metaphors, and personification.
	h. Determine main idea or essential message within a text and identify relevant details and facts.	i. After reading a novel or passage, discuss main idea. ii. After reading an expository selection, relate supporting facts to main ideas through a graphic organizer such as a web outline or diagram.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.	i. Explain differences among literary genres. ii. Use genre knowledge to compare and contrast selections. iii. Identify universal themes and pieces of themes.
	b. Activate and draw upon own experiences to connect to reading selections.	i. Before reading, free write personal experiences that relate to the topic of a piece. ii. Compare and contrast own experiences with those described in text.
	c. Relate social, cultural, and historical aspects of literature to reader's personal experience.	i. Describe how main character's motives and actions are influenced by the society, culture, and historical period reflected by a setting. ii. Compare and contrast the society, culture, and historical period reflected within a selection to that of the reader.
	d. Analyze narrative literature according to the following text elements: - Character; - Setting; - Conflict; - Plot structure; - Theme; - Point of view.	i. Demonstrate understanding that characters are developed through actions, reactions, thoughts, speech, and author comments. ii. Assess importance of setting. iii. Analyze and evaluate how conflict drives a plot and affects characters. iv. Use plot curve to show exposition, rising action, climax, falling action, and resolution. v. Draw inferences from text to identify theme, draw conclusions, and make predictions. Develop new ideas and unique interpretations related to text.

	e. Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning.	i. Interview parents and other adults in order to identify types of texts and purposes for reading both on and outside the job. ii. Identify appropriate sources for locating specific information such as yellow pages for contracting businesses, ads for price comparisons, and manuals for how-to instructions. iii. Read a children's book to class to illustrate learning important life skills through reading, <u>Rosie and Michael</u> , to enhance friendship.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. Explain how a different setting affects author's purpose. ii. Identify information within a literary piece that is critical for developing author's purpose. iii. State various purposes for which authors write: to entertain, to persuade, to inform, and to connect knowledge of literary pieces to state purposes.
	b. Analyze literary text for story elements: - Characters; - Setting; - Plot structure; - Theme; - Conflict; - Resolution.	
	c. Compare and contrast information from multiple sources.	i. Use multiple sources to verify or contradict information. ii. Identify differences between reader's background knowledge and text information. iii. Provide possible explanations for discrepancies between sources. iv. Analyze character traits and use that information to compare and contrast tales from different cultures. v. Identify bias in text.
	d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.	i. Make connections from text-to-text, text-to-self, and text-to-world. ii. Share opinions and judgments about fiction and nonfiction. iii. Use inferences to synthesize text information. iv. Demonstrate understanding of terms and concepts defined in examples/non-examples and comparisons.

	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	i. Identify facts and opinions within commercials and documentaries. ii. Analyze grade-level content area text to identify causes and effects.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions.	i. Identify whether a question is asking "who," "what," "when," "where," or "why" information. ii. Skim text to review its usefulness in providing desired information. iii. Apply information from textbooks, encyclopedias, atlases, periodicals, electronic media, and primary sources.
	b. Systematically organize new information from an expository text.	i. Fill in a skeleton outline after reading a given text. ii. Use note cards to record information from text. iii. Highlight or underline key words and important information.
	c. Synthesize what has been read: - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.	i. Review notes. Record questions in note margin where clarification or additional information is needed. ii. Use K-W-L study strategy (What you KNOW, What you WANT to learn, and What you have LEARNED). iii. Write essay and summary in response to reading. iv. Use visual graphics to demonstrate understanding of concepts and relationships.
05. Read for technical information.	a. Read, understand, and apply technical information.	i. Read and follow written directions for constructing a model or playing a game. ii. Read and follow directions for reprogramming a VCR or digital phone.
	b. Identify and use comprehension strategies to understand technical text.	i. Preview technical text by reading headings/subheadings, boldfaced words, schematics, pictures, charts, and other visual information. ii. Slow reading rate to assist comprehension of challenging text. iii. Reread text when meaning is unclear.

	c. Apply knowledge of graphic elements to understand text: - Graphics; - Highlighting techniques; - Organizers.	i. Read and interpret charts, graphs, maps, diagrams, and tables. ii. Use boldfaced print, italics, size, underlining, color, and bulleted information to locate specific information. iii. Use headings/subheadings, captions, sidebar, and footnote information to clarify meaning.
	d. Identify organization of technical texts.	i. Identify numbers, letters, and words that indicate sequencing of information. ii. Match graphics with explanations or related information within text. iii. Locate tables of contents, indices, and appendices within textbooks and other manuals.
	e. Apply technical information to complete tasks.	i. Use information from expository sources to construct a terrarium or animal habitat that will sustain life. ii. Follow simple word processing procedures on a personal computer.

735. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and use steps of writing process: - Brainstorm; - Draft; - Revise; - Edit; - Publish.	i. Use various genres and modes for writing: poetry and fables, narrative and expository. ii. Write coherent paragraphs.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, laboratory reports, and journals. ii. Write for a range of purposes: • To express self • To inform others • To create • To explain ideas • To persuade others • To entertain • To debate • To question
	c. Identify and use appropriate style and vocabulary for particular audience.	i. Use connotation and denotation to select appropriate vocabulary. ii. Replace all "passive" verbs with "active" verbs to strengthen voice and clarity.

02. Write and edit for correctness and clarity.	<p>a. Determine and apply rules and conventions for the following:</p> <ul style="list-style-type: none"> - Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle and appositives; - Punctuation; - Capitalization; - Spelling; - Legibility. 	<p>i. Demonstrate understanding of correct subject/verb agreement, verb tense, and use of modifiers.</p> <p>ii. Identify errors related to use of double negatives, redundancies, and homonyms.</p> <p>iii. Use the Eighth Grade Direct Writing Assessment Scoring Standard to guide proofreading.</p> <p>iv. Participate in peer editing process. Use student-friendly scoring standards and anchor papers.</p> <p>v. Spell seventh-grade high-frequency words in written work with ninety percent accuracy.</p> <p>vi. Identify and apply use of prefixes and suffixes with base words.</p> <p>vii. Practice, use, and apply spelling rules in daily writing.</p> <ul style="list-style-type: none"> • Double final consonant of a word whose final syllable is accented and which ends with a single vowel and consonant before adding a suffix that begins with a vowel. • Add “s” to words ending in a vowel plus “y” (key/keys). • Drop the final “e” before adding a suffix that begins with a vowel (have/having). • Add “es” to nouns that end with “s” “ss,” “sh,” “ch,” or “x” to make plural. • Keep the final “e” when adding a suffix that begins with a consonant (late/lately). • Change the “y” to “i” when adding a suffix to words that end in consonant “y” unless the suffix begins with “i.” • Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (get/getting). • Add “s” to most nouns to form plurals (friend/friends). • Change “f” or “fe” to “v” and add “es” to some nouns that end in “f” or “fe” (half/halves, knife/knives).
	<p>b. Incorporate a variety of elements of writing:</p> <ul style="list-style-type: none"> - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary. 	<p>i. Replace three adjectives in own writing with appropriate metaphors.</p> <p>ii. Replace overused and simplistic adjectives with more descriptive words.</p>

	<p>c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.</p> <ul style="list-style-type: none"> - Use topic sentences, appropriate word choices, variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences. 	<p>i. Write business documents, personal letters, letters to the editor, and essays.</p> <p>ii. Write thank-you notes.</p> <p>iii. Write an introduction for a speaker.</p> <p>iv. Write a laboratory and/or scientific report.</p> <p>v. In writing, present facts and directions, explain ideas, and define such terms as cause and effect relationships; compare and contrast.</p>
03. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.	<p>i. Use such resources as newspapers, magazines, manuals, and literary works from which to collect data.</p> <p>ii. Practice note taking. Include listing main ideas, omitting unnecessary words, and using abbreviations.</p>
	b. Produce documents in appropriate format to inform and explain.	<p>i. Respond in writing to a teacher-prepared, written expository prompt once per grading period.</p> <p>ii. Evaluate own writing using the Eighth-Grade State Direct Writing Assessment Scoring Standard.</p>
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	<p>i. Analyze two authors' styles. Write a response that imitates one of the authors' styles.</p> <p>ii. Write about a particular aspect of a piece of literature and relate to own experiences.</p>
	b. Appropriately use a thesis statement and supporting evidence.	<p>i. Write an evaluative essay of a favorite book or movie.</p> <p>ii. Respond to essay questions in paragraph form: include topic sentence, supporting details, and conclusion.</p>
	c. Write and publish original creative works that include figurative and descriptive language.	<p>i. Produce short stories, essays, poetry, and plays.</p> <p>ii. Incorporate metaphor, simile, personification, alliteration, imagery, consonance, and assonance.</p>

05. Write to critically analyze and evaluate.	a. Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.	i. Analyze elements within persona, peer and professional writing, current events, visual and performing arts, advertising, and political/civic discourse. ii. Compare such elements in formal and informal poetry as rhyme, scheme, figurative language, rhythm, and voice.
	b. Use a thesis and appropriate supporting evidence to persuade and inform a specific audience.	i. Produce a critique, review, proposal, and editorial. ii. Explain personal perspective related to the arts or other cultural perspective.
	c. Use writing to persuade.	i. Identify persuasive language in posters, commercials, and other print. Create classroom list. ii. Use persuasive language in a letter to convince a friend to travel to a foreign country with you.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of informational and technological resources to perform the following: - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Consider motives, credibility, and perspectives of authors when selecting resource materials; - Formulate thesis or focus and provide relevant support.	i. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations. ii. Incorporate geographical research process: • Choose and limit topic; prepare research questions. • Locate reference materials; prepare bibliography and note cards and paraphrase resource materials. • Gather information from at least two sources; select relevant information. • Summarize information into a one-to two-page report. • Bookmark and create files for information gathered from the Internet.
	b. Present research findings.	i. Locate information within reference materials that compares, contrasts, defines, and explains two or more things. ii. Summarize data collected in research notes.
07. Write technical information.	a. Locate specifically-named sources.	i. Identify, select, and prioritize web sites. ii. Communicate with others via computer. iii. Interpret and organize information.
	b. Produce technical document.	i. Arrange and format text with a processor. ii. Combine visual text to create multimedia presentations.

736. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Summarize a television news report. ii. Summarize an interview with a school employee or other adult.
	b. Develop listening skills to gain enrichment and information about various cultures.	i. Choose two stories from different cultures for a classroom presentation. ii. Choose two musical selections that demonstrate cultural differences for a classroom presentation. iii. Develop awareness and sensitivity to various dialects, accents, and speech patterns of multicultural communities.
	c. Develop use of effective interpersonal listening skills.	i. Conduct a peer interview and accurately restate information. ii. Write a personal response to a guest speaker. iii. Monitor own attitudes, behaviors, and speech to eliminate verbal and nonverbal barriers while listening.
02. Listen for literary response and expression.	a. Respond to a variety of oral presentations.	i. After listening to a recorded play, book, or short story, discuss story elements. ii. After a teacher orally reads a story, summarize plot. iii. Use responsive listening skills; paraphrasing, summarizing, and asking questions for elaboration and clarification.
	b. Locate similarities and differences within a variety of oral presentations.	i. In small groups, compare and contrast songs, poems, and dramatic readings. ii. Discuss author's purpose for choosing type of oral presentation.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communication and nonverbal cues.	i. Use appropriate criteria to evaluate oral contributions and presentations of others. ii. Upon listening to speaker, student distinguishes between speaker's opinions and verifiable facts. iii. Identify nonverbal messages found in television advertising. iv. Tape record musical selections that express emotion, tone, or mood found in literary pieces.
	b. Listen for sequencing.	i. After listening to an oral presentation, list major events. ii. Given oral directions to complete a task, list the steps in order as given.

737. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences which appropriately incorporates the following: <ul style="list-style-type: none"> - Word choice; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture. 	i. Watch a clip from a news or talk show and discuss how use of volume, stress, pacing, and pronunciation allowed some people on the show to be more effective speakers than others. ii. Explain to class how to get from one location to another within the school environment. iii. Present an oral interpretation of a poem, children's story, monologue, or dramatic scene to an audience. iv. Conduct a job interview with a classmate; one student will play role of employer and the other, an employee. v. Present a radio play modeled on an event from literature.
	b. Plan and deliver oral presentations that include the following: <ul style="list-style-type: none"> - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology. 	i. Present a mock trial using a character from literary selection. ii. Participate in a panel discussion of an issue pertinent to the literature. iii. Prepare a television advertisement using videotaped content area material. iv. Prepare and present oral summary of conclusions reached in a group activity on solving a current social problem in the community.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	i. Study the language patterns and techniques used by such authority figures from many cultures such as Chief Joseph, Martin Luther King, Elie Wiesel, John Kennedy; create a presentation that imitates those techniques. ii. Share an original poem with an audience. iii. Participate in a book/film discussion.
	b. Memorize and present a selected poem.	i. Recite a poem to a group. ii. Dramatize a reading of a poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Prepare and present oral summary of conclusions reached in a group activity on solving a current social or economic problem in the community. ii. Debate a contemporary social/political issue in the school environment.

	b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior. <ul style="list-style-type: none"> - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity. 	i. Using a cost/response activity with chips, participate in a group discussion by donating one chip for each oral contribution. ii. Pair/share for one to two minutes about assigned topic.
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738. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Viewing for information and understanding.	a. Identify a variety of visually-presented material (books, films, videos, Internet).	i. List significant events within a video presentation. ii. Identify one new idea gleaned from a video presentation.
	b. Use viewing skills to determine main idea and collect data.	i. Identify main idea of a video presentation. ii. List significant details presented in an informational video presentation.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented in various media.	i. Discuss the culture represented in a viewed selection. ii. Illustrate relationships represented in a viewed selection.
03. View media to engage in critical analysis and evaluation.	a. Evaluate relationships, ideas, and cultures represented in various media.	i. Identify similarities between own culture and the culture presented on video. ii. Write a personal response to presented ideas.
	b. Critique, interpret, and evaluate non-print media.	i. Analyze a slogan for literal meaning. ii. Argue why a slogan is or is not effective.
	c. Apply knowledge gleaned from charts and graphs.	i. Based upon information presented in a chart or graph, write a summary paragraph. ii. Create a chart or graph to represent printed information.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Demonstrate understanding of graphics, pictures, color, motion, and music.	i. Critique book jackets of familiar picture books. ii. Discuss content and structure of a theme song and explain how they support the genre of the visual presentation.

	b. Apply technical skills to produce effective visuals.	i. Create a book jacket for an autobiography. ii. Create a diorama to share a viewed selection. iii. Create a PowerPoint or Hyper Studio presentation.
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739. -- 741. (RESERVED).

742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 8, SECTIONS 743 THROUGH 747.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

743. READING.

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read grade-level text. <ul style="list-style-type: none"> - Graphophonic sources (letter/sound); - Semantic sources (meaning/association); - Lexical sources (word knowledge); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, titles/subtitles). 	i. Use phonic knowledge to decode unknown words. ii. Use context clues to determine word identification and meaning. iii. Use knowledge of roots, affixes, contractions, compound words, and possessives to determine word meaning. iv. Use such punctuation as periods, commas, quotation marks, and semicolons as markers of meaning. v. Read illustrations and captions to assist comprehension.
	b. Search purposefully for particular information: <ul style="list-style-type: none"> - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Search for most important information based on purpose for reading; - Search for information about characters and setting to understand plot; - Development in narratives; - Search for expository text structures such as cause/effect, chronological, problem/solution, and classification to understand text. 	i. Use idioms, personifications, analogies, metaphors, and similes to comprehend literal and figurative meanings of words, phrases, and extended text. ii. Connect information throughout text to make inferences. iii. Use quick-writes to purposefully remember prior knowledge about topic of the reading passage. iv. Highlight or take notes about important information and key words read. v. Describe character traits and importance to plot. Discuss how the setting influences the plot. vi. Purposefully select a graphic organizer suited to organizing information written in a specific text structure. (Use Venn diagram to organize information to compare and contrast text information.)

	c.	Predict alternatives or probabilities in text on basis of prior knowledge and information within text. - Synthesize information from text to anticipate outcomes; - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.	i. After reading grade-level text, discuss and explain understanding of key concepts. ii. Analyze style of genre to better understand text. iii. Analyze changes in predictions throughout reading of text. iv. Pause in reading to purposefully recall information and experiences relevant to what is being read.
	d.	Reconsider a response against more than one source of information of grade-level text.	i. Consider whether information from text matches reader's personal experiences and knowledge of the topic. ii. Pause when reading to compare running text with graphic information. iii. Consider graphophonic information and meaning to accurately decode challenging vocabulary.
	e.	Confirm or self-correct predictions in response to grade-level text.	i. Question self to determine if meaning is being made. ii. Use such fix-up strategies when meaning is unclear such as rereading, reading ahead, asking questions of the text, and retelling what has happened so far.
	f.	Identify literary devices: - Mood; - Tone; - Style; - Figurative language.	i. Articulate personal feelings or emotional reactions worked from reading a selection. ii. Compare and contrast tones of various selections. iii. Examine and discuss different authors' styles. iv. Locate and discuss use of figurative language such as similes, metaphors, and personification, in a selection.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a.	Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference material.	i. Explain how a particular literary form contributes to the description of human experience described within text. ii. Compare and contrast pieces with a common theme and of a same genre. iii. Compare and contrast pieces with a common theme and of a different genre.
	b.	Activate and draw upon own experiences to connect to reading selections.	i. Free write to purposefully remember personal experiences that relate to the topic of the text read. ii. Compare and contrast own experiences with those described in text.

	c. Identify social, cultural, and historical significance of various types of text.	i. Discuss the following characteristics of grade-level literature which determine significance: <ul style="list-style-type: none"> • Language patterns • Context • History ii. Find vocabulary within text that reflects the historical period as well as evidence of social issues. iii. Identify universal themes of text.
	d. Identify how an author uses language and literary devices to evoke a response in a reader: <ul style="list-style-type: none"> - Style; - Format; - Structure; - Point of view. 	i. Analyze two or more authors' styles. Write a paragraph that imitates one author's style. Incorporate similar sentence structure, language, descriptions, and introductory words. ii. Analyze how an author's choice of words influences the mood of the text. iii. Explain how an author's point of view influences plot development. iv. Explain how an author uses flashback, foreshadowing, and point of view to develop plot.
	e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	i. Create a classroom list of specific purposes for which readers use text. For one week, keep journal of times and purposes for reading. Graph data. ii. Relate new information from a text to experience and explain how new information affects life experiences and perspective.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support that purpose in literary text.	i. Relate new pieces of literature to previously-read pieces with similar purposes. ii. Analyze how the story's setting affects author's purpose. iii. Analyze information within a literary piece that is critical for developing an author's purpose. iv. Determine purposes such as to entertain, persuade, inform, or distinguish among literary examples of each as well as those with mixed purposes.
	b. Analyze literary text for the following elements. <ul style="list-style-type: none"> - Characters; - Setting; - Plot structure; - Theme; - Conflict; - Resolution; - Symbolism. 	i. Identify, analyze, and evaluate character roles and motivation. ii. Analyze and evaluate connections between plot, setting, and characters. iii. Identify and connect plot and characters to examples of foreshadowing and flashback. iv. Analyze and evaluate how conflict drives the plot and affects characters.

		v. Draw inferences from text to identify theme, draw conclusions, and make predictions. vi. Discuss and analyze conflict resolution. vii. Identify and interpret examples of concrete and abstract symbols.
	c. Compare and contrast information from multiple sources.	i. Use multiple sources to verify or contradict information. Evaluate the best source for accurate information. ii. Evaluate text information in relationship to reader's background knowledge. iii. Identify and analyze explanations for discrepancies among sources. iv. Compare and contrast tales from different cultures by tracing exploits of one character type and developing theories to account for similar tales in diverse cultures. v. Evaluate text information to identify bias.
	d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.	i. Justify opinions and judgments about fiction and non-fiction. ii. Justify conclusions by using textual inferences. iii. Explain personal experiences that inform inferences about text. iv. Understand terms and concepts defined through quotations, anecdotes, and footnotes. Make connections with text-to-text, text-to-self, text-to-world.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.	i. Identify and analyze facts and opinions within editorials and songs. ii. Analyze grade-level content area text to identify causes and effects.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: - Identify type of information required to answer a specific question; - Independently select resources for answering questions; - Read for purpose of answering specific questions.	i. Determine whether a question is asking "who," "what," "when," "where," or "why" information. ii. Skim text to preview its usefulness in providing desired information. iii. Access and gather information from textbooks, encyclopedias, atlases, periodicals, electronic media, and primary sources. iv. Vary reading rate by scanning for key words or important information and slowing to comprehend challenging text.
	b. Use knowledge of common patterns of factual texts to enhance comprehension: - Description; - Main idea/supporting details; - Comparison/contrast;	i. Use graphic organizer or note-taking format suited to pattern of text: <ul style="list-style-type: none"> • Outline • List • Web • Venn diagram • Timeline

		<ul style="list-style-type: none"> - Chronological order; - Cause/effect; - Process. 	<ul style="list-style-type: none"> • Chart/table • Sketch/diagram
	c.	<p>Synthesize what has been read:</p> <ul style="list-style-type: none"> - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text. 	<ul style="list-style-type: none"> ii. Use knowledge of how text defines concepts or terms: examples/non-examples, dictionary definitions, comparisons, quotations, anecdotes, footnotes, and visual information. i. Highlight or underline key words and important information. ii. Include important information in notes. iii. Use visual graphics to illustrate such patterns as cause and effect. iv. Present important information patterns and themes during discussions or reading conferences. v. Use oral discussion or writing to reflect how new information connects with prior knowledge. vi. Review notes. Record questions in note margin where clarification or additional information is needed. vii. Use K-W-L study strategy (What you KNOW, What you WANT to learn, and What you have LEARNED). viii. Write essay, position statement, and summary in response to text. ix. Debate a particular issue. Defend position with information from text. x. Use visual graphics to demonstrate understanding of concepts and relationships.
05. Read for technical information.	a.	Identify and use comprehension strategies to understand technical text.	<ul style="list-style-type: none"> i. Discuss and respond to reports, memos, charts, graphs, and brochures. ii. List, sort, and outline text material to enhance comprehension.
	b.	Explain use of graphics, layout, white space, italics, parentheses, and other visual aids.	<ul style="list-style-type: none"> i. Create visual aids to promote a school activity. ii. Compare effectiveness of visual aids.
	c.	Identify organization of technical texts.	<ul style="list-style-type: none"> i. Demonstrate importance of precisely and accurately following technical text to create such items as a cake, model car, and an article of furniture. ii. Complete an application for a passport.
	d.	Use technical information to complete tasks.	<ul style="list-style-type: none"> i. Read high school course information. Register for courses to fulfill credit requirements as well as interests. ii. Follow simple word processing procedures on a personal computer. iii. Read and follow directions to assemble a kite. iv. Read and follow directions to perform a task such as changing oil and adding gas to a lawn mower.

744. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Understand and use steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit; - Publish.	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback. ii. Given three unrelated topic sentences, write at least five related facts that support each topic sentence.
	b. Write in a variety of formats to specifically record, generate, and reflect upon ideas.	i. Create learning logs, personal learning records, laboratory reports, notes, and journals. ii. Write a "list" paragraph that includes related and equally important ideas that begin with such phrases as "Music is..." or "Parents understand little about..."
	c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.	i. Create lists of "empty" adjectives: nice, cool, awesome, neat, bad, and good. Select alternative and more specific adjectives to replace them. ii. Replace all "passive" verbs with "active" verbs within an essay to strengthen voice and clarity.
02. Write and edit for correctness and clarity.	a. Determine and apply rules and conventions for the following: - Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle, infinitives, gerunds, and appositives; - Punctuation; - Capitalization; - Spelling; - Legibility.	i. Use the Eighth-Grade Direct Writing Assessment Scoring Standard, a checklist, and handbook to guide proofreading. ii. Participate in peer editing process. Use student-friendly scoring standards and anchor papers. iii. Practice, use, and apply spelling rules in daily writing. <ul style="list-style-type: none"> • Double final consonant of a word whose final syllable is accented and which ends with a single vowel and consonant before adding a suffix that begins with a vowel. • Add "s" to words ending in a vowel plus "y" (key/keys). • Drop the final "e" before adding a suffix that begins with a vowel (have/having). • Add "es" to nouns that end with 's,' "ss," "sh," "ch," or "x" to make them plural. • Keep the final "e" when adding a suffix that begins with a consonant (late/lately). • Change the "y" to "i" when adding a suffix to words that end in consonant "y" unless the suffix begins with "i." • Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel

		<p>(get/getting.)</p> <ul style="list-style-type: none"> • Add "s" to most nouns to form plurals (friend/friends). • Change "f" of "fe" to "v" and add "es" to some nouns that end in "f" or "fe" (half/halves, knife/knives). <p>iv. Appropriately select legible cursive or manuscript.</p> <p>v. Show and break down parts of speech by diagramming simple, compound, and complex sentences.</p>
	<p>b. Incorporate a variety of elements of writing:</p> <ul style="list-style-type: none"> - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary; - Idiom. 	
	<p>c. Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience, and purpose.</p> <ul style="list-style-type: none"> - Use topic sentences, appropriate word choice, a variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences. 	<p>i. Write business documents, personal letters, letters to the editor, and essays.</p> <p>ii. Write thank-you notes.</p> <p>iii. Write an introduction for a speaker.</p> <p>iv. Write a sample eulogy.</p> <p>v. Write a laboratory or scientific report.</p>
03. Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain.	<p>a. Use facts, data, and processes from technical and non-technical materials to inform through writing.</p>	<p>i. Use such resources as newspapers, magazines, manuals, and literary works.</p> <p>ii. Create a newspaper article that organizes and summarizes gathered research.</p>
	<p>b. Produce documents in appropriate format to inform and explain.</p>	<p>i. Produce memos, letters, résumés, applications, manuals, instructions, outlines, collaborative reports, pamphlets, graphs, charts, and news articles.</p> <p>ii. Write an imaginary interview to explain or define information.</p> <p>iii. Use dialogue to rewrite information presented in paragraph form.</p>

04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	i. Analyze two authors' styles. Write a response that imitates one of the author's styles. ii. Write about a particular aspect of a piece of literature and relate it to own experiences. iii. Examine three or more selections from the same author and compare outstanding features of author's style.
	b. Appropriately use a thesis and supporting evidence.	i. Write an evaluative essay of a favorite book or movie. ii. Respond to essay questions in paragraph form. Include topic sentences, supporting details, and conclusions. iii. Develop a thesis related to a controversial regional, national, and global current event topic.
	c. Write and publish original creative works that include figurative and descriptive language.	i. Produce short stories, essays, poetry, and plays. ii. Incorporate metaphor, simile, personification, alliteration, imagery, consonance, and assonance. iii. Begin to use such advanced literary devices as allusion, irony, hyperbole, oxymorons, and understatements.
05. Write to critically analyze and evaluate within the confines of eighth-grade science and social studies curriculum.	a. Analyze for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.	i. Respond to personal, peer, and professional writing, current events, visual and performing arts, advertising, and political/civic discourse. ii. Compare elements among such folklore as myths, folk tales, fables, and legends. Determine such purposes of several tales as explaining a mystery of nature, teaching a lesson, or poking fun at human weaknesses. Consider how authors' ideas, styles, and structure influence plot. iii. Respond to essay questions in paragraph form and include the following: <ul style="list-style-type: none"> • Topic sentence • Supporting details • Conclusion
	b. Use thesis and appropriate supporting evidence to persuade or inform a specific audience.	i. Produce a critique, review, proposal, and editorial. ii. Explain a personal perspective related to science, social studies, or other cultural perspective.
	c. Use writing to persuade.	i. Identify persuasive language in posters, commercials, and other print. Create classroom list. ii. Use persuasive language in a letter to convince an audience as to a scientific or civic point of view. iii. Prepare an argument used to debate an opinion.

06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of informational and technological resources to perform the following: - Avoid plagiarism through proper use of paraphrasing, quoting, and citing; - When selecting source materials, consider motives credibility, and perspectives of authors; - Formulate thesis or focus and provide relevant support.	i. Practice taking notes from reference materials which include the following: • List of main ideas and important details • Omission of unnecessary words • Abbreviations • Teacher's notes from board and overhead ii. Locate information within reference materials that compares or contrasts two or more things, defines, and explains.
	b. Present research findings.	i. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations. ii. Incorporate historical paper research process: • Choose and limit topic; prepare research questions • Locate reference materials; prepare bibliography and note cards; and paraphrase resource materials • Gather information from at least two sources; select relevant data • Summarize information into four- to six-page report • Bookmark and create files for information gathered from Internet
07. Write technical information.	a. Locate sources.	i. Identify, select, and prioritize web sites. ii. Communicate with others via computer.
	b. Produce technical documents.	i. Interpret and organize information. ii. Arrange and format text with a processor. iii. Combine visual text to create multimedia presentations.

745. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Demonstrate understanding of spoken directions, speeches, plays, advertising, lectures, personal conversations, and public dialogues. ii. Listen to and apply specific instructions related to personal interest.

	b. Develop listening skills to gain enrichment and information about various cultures.	i. Listen and respond to language, speech, music, folk stories, drama, poetry, dialect, theatre, and other fine arts of various cultures. ii. Analyze two different musical selections.
	c. Develop effective interpersonal listening skills.	i. Practice effective listening skills: paraphrasing, demonstrating appropriate body language, note taking, repeating, explaining, elaborating, outlining, and encouraging. ii. Identify effective listeners' behaviors.
02. Listen for literary response and expression.	a. Respond to a variety of oral presentations.	i. Following a presentation, identify various types of literary expression. ii. In open discussion, share and support opinions.
	b. Find similarities and differences within a variety of oral presentations.	i. In small groups, critique songs, poems, monologues, and dramatic presentations. ii. List factors that determine criteria for differences among oral presentations: style, audience, and purpose.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.	i. Evaluate television advertisements and productions to identify bias, prejudice, or propaganda. ii. Listen to and evaluate political advertisements.
	b. Listen for sequencing.	i. After listening to an oral presentation, make a timeline. ii. After listening to a story, chronologically list major events.

746. SPEAKING.

Rationale: use skills of speaking to effectively present information and present analysis or critiques of written and viewed material.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates the following: - Word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.	i. Participate in a group problem-solving activity. ii. Explain how to get from school to another location within the community to a partner, small group, or entire class. iii. Present an oral interpretation of a poem, children's story, monologue, and dramatic scene to an audience. iv. Write an accurate phone message. v. Practice making proper introductions.

	b. Plan and deliver oral presentations that incorporate the following: <ul style="list-style-type: none"> - Effective transitions; - Logical organization; - Support for main ideas; - Appropriate examples; - Responses to questions and feedback; - Visual aids and appropriate technology; - Proper English. 	i. Prepare and present a speech for a group of elementary children using visual aids. ii. Prepare and present a speech for a panel of community members and follow with a question and answer session. iii. Prepare and deliver a computer-generated relating to a research project to a peer group.
02. Speak for literary response and expression.	a. Share interpretations of personal and literary works through oral interpretation and dramatic readings.	i. Participate in a book discussion. ii. Dramatize a story to a younger audience. iii. Share an original poem with an audience.
	b. Memorize and present a selected poem.	i. Dramatize a reading of a poem. ii. Recite a poem to a group.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Participate in an informal class debate. ii. Conduct peer conferences.
	b. Defend opinion.	i. Research and debate the merits of a current or historical event. ii. Answer questions posed by a group.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: <ul style="list-style-type: none"> - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity. 	i. Conduct an interview. ii. Participate in a group brainstorming activity to solve a problem.

747. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented material and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Identify a variety of visually-presented materials (books, films, videos, Internet).	i. Summarize information from a video, drama, advertisement, and computer presentation. ii. Compare written and televised presentations of similar information; determine strengths and weaknesses of each.
	b. Use viewing skills to determine main idea and collect data.	i. Outline and take relevant notes about an informational video. ii. Identify story elements within a video, drama, or film.

02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented within various media.	i. View a television program and analyze for stereotyping and themes. ii. View a commercial/advertisement and identify roles of various ethnic or cultural environments.
	b. Evaluate relationships, ideas, and cultures represented within various media.	i. Write a review of a television program or movie. ii. Rewrite the ending of a movie.
03. View media to engage in critical analysis and evaluation.	a. Critique, interpret, and evaluate non-print media.	i. Compare and contrast two non-print ads, and, based upon graphics, determine intended audience such as Pier 1 and Toys R Us. ii. Develop a list of criteria to assess non-print media.
	b. Use knowledge learned from charts and graphs.	i. Write a summarizing paragraph based upon information presented in a chart or graph. ii. Create a chart or graph to present printed information.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Understand the multiple tools of graphics, pictures, color, motion, and music.	i. Describe the attributes of a web page. ii. List several graphic presentation forms available to represent ideas.
	b. Apply knowledge and technical skills to produce effective visuals.	i. Produce a personal web page. ii. Design a yearbook page using photographs. iii. Present a speech that includes posters, charts, graphs, and transparencies. iv. Create a brochure, portfolio, video, or computer presentation (PowerPoint) to promote a product.

748. -- 750. (RESERVED).

751. LANGUAGE ARTS/COMMUNICATIONS STANDARDS – GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

752. READING.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Decode unfamiliar words using a comprehensive set of reading strategies: - Phonics; - Context clues; - Word analysis skills.	i. Demonstrate fluency in oral reading. ii. Use information from text to clarify meaning.

	b.	Preview materials to understand structure and anticipate content.	i. ii. iii. iv.	Scan material for relevancy. Summarize. Paraphrase structures. Scan index, table of contents, chapter headings and subtitles.
	c.	Develop analytic processes for understanding and remembering words, phrases, and information from reading material.	i. ii. iii.	Use mnemonic devices. Develop acrostics. SQ3R: survey, question, read, recite and review.
	d.	Identify, collect, and/or select, and relate pertinent information to given situations.	i. ii. iii. iv.	Answer comprehension questions. Draw conclusions. Justify an opinion. Recognize the difference between fact and opinion.
	e.	Synthesize and organize information.	i. ii.	Predict outcomes. Combine sources in a presentation.
	f.	Apply and extend information.	i. ii.	Make inferences. Use information to solve a problem.
	g.	Explain how an author uses language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure.	i. ii. iii.	Describe an author's tone in a book talk. Support one of the bullets with evidence from the text. Compare two authors' use of figurative language and evaluate effectiveness.
	h.	Use reading strategies to determine main ideas and to collect data, facts, and ideas.	i. ii. iii.	Recognize the main idea. Determine the main idea of an editorial. Make an abstract connection to relate literature to personal experience or life situations.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a.	Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).	i.	Analyze how the choice of literary form contributes to the expression on the human experience(s) being described.
	b.	Identify and compare own experiences to those of others in situations, events, and cultures within reading selections.	i.	Generate a document or presentation that identifies and compares personal experiences to those describe in the reading selections(s).
	c.	Interpret the social, cultural, and historical significance of a text: - Ancient Literature; - British Literature; - American Literature; - World Literature.	i.	Discuss the determination of a text: Lexical word study; Grammar; History; Context.

	d. Evaluate how an author uses language and literary devices to evoke a response in a reader: - Style; - Format; - Structure.	i. Judge an author's effectiveness. ii. Justify a personal response. iii. Recommend a piece of literature. iv. Recognize archetypes and symbols across literary texts (heroes, benefits of nature).
	e. Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning.	i. Create a family history and anecdotes.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Evaluate the validity and accuracy of information.	i. Determine the source of information. ii. Evaluate reliability, validity, and credibility of materials. iii. Categorize marketing techniques. iv. Identify inaccuracies within a sample advertisement or article. v. Support inferences.
	b. Analyze author's purpose within a literary text: - Characterization; - Setting; - Plot structure; - Theme; - Point of view; - Organization and form.	i. Understand and interpret actions and conflict-among characters. ii. Discuss <u>Huckleberry Finn</u> . iii. Analyze effectiveness of plot, time frame, causes and effects, and conflict resolution.
	c. Compare and contrast selections within texts.	i. Draw connections between literary works and related themes. ii. Identify historical and cultural influences on literary works (compare or contrast <u>Heart of Darkness</u> to <u>Apocalypse Now</u>).
	d. Form opinions and make judgments about fiction and non-fiction.	i. Evaluate an essay. ii. Create a reading list that illustrates a theme. iii. Make a preference.
	e. In response to technical materials, use personal or objective criteria to: - Draw conclusions; - Make inferences; - Decide meanings; - Form opinions; - Make judgments.	i. Sample workplace reading, technical manuals, and professional journals. ii. Follow directions in technical materials.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Generate relevant and researchable questions.	i. Form a hypothesis. ii. Survey literature related to a particular topic.
	b. Systematically organize and record information.	i. Use notes, charts, and graphic organizers.
	c. Produce research projects and reports.	i. Generate self-selected and assigned products.

05. Read for technical information.	a. Comprehend technical text.	i. Respond to reports, memos, brochures, charts, graphs, resumes, proposals, or advertising.
	b. Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids.	i. Produce a visual aid.
	c. Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.	i. Emphasize precision and accuracy. ii. Determine literal meaning. iii. Complete a travel voucher. iv. Complete a scholarship or employment application.
	d. Apply technical text information to daily situations.	i. Complete a sample tax form or credit application.
	e. Follow written directions.	i. Read brochure on assembly of product.

753. WRITING.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit; - Publish.	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback.
	b. Write in order to generate, record, and reflect upon ideas.	i. Create learning logs, personal learning records, laboratory reports, notes, and journals.
	c. Evaluate and choose appropriate style and vocabulary for particular audience.	i. Write editorial, persuasive essays, workplace documents, and/or business letters.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: - Grammar; - Punctuation; - Capitalization; - Spelling.	i. Use the Direct Writing Assessment Scoring Standard, checklist, and/or handbook to guide proofreading. ii. Participate in peer editing process including such skills as the following: • Adverb clauses and phrases. • Using progressive verb forms. • Capitalizing historical periods and events using colons before extended quotations.
	b. Formulate purpose, thesis, relevant support, and focused paragraphs: - Use topic sentences, appropriate word choices and sentence structure,	i. Write business documents, personal letters, letters to the editor, and essays. ii. Write thank-you notes. iii. Write an introduction for a speaker. iv. Write a sample eulogy. v. Write a laboratory or scientific report.

	<p>parallelism, transitions, paragraphing, indentation, organization, and documentation of sources;</p> <ul style="list-style-type: none"> - Choose tone, voice, style, mood, and persona appropriate for different purposes, disciplines, and audiences. 	
03. Write to inform and explain.	a. Incorporate facts, data, and processes from technical and non-technical materials into writing.	i. Use such resources as newspapers, magazines, manuals, and literary works.
	b. Choose appropriate format to inform and explain.	i. Produce memos, letters, resumes, applications, manuals, instructions, outlines, collaborative reports, pamphlets, graphs, charts, and news articles.
04. Write for literary response and expression.	a. Compare, contrast, and synthesize ideas and techniques from a variety of literatures and Fine Arts that represent many cultures and perspectives.	i. Write interpretations of critiques; compare and contrast literary works.
	b. Formulate a thesis and supporting evidence as appropriate.	i. Write an evaluative essay of a favorite book or movie.
	c. Write and publish original creative works using figurative and descriptive language.	i. Produce short stories, essays, poetry, and plays. ii. Incorporate metaphor, simile, personification, alliteration, and imagery.
05. Write to critically analyze and evaluate.	a. Analyze and evaluate for the following: <ul style="list-style-type: none"> - Purpose; - Ideas; - Style; - Structure; - Effectiveness. 	i. Use personal, peer, and professional writing, current events, visual and performing arts, advertising, and political/civic discourse.
	b. Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.	i. Produce a critique, review, proposal, or editorial. ii. Explain personal perspective related to the arts or another cultural perspective.
	c. Present an effective argument using the principles of persuasion (appeals to authority, logic, or emotion).	i. Defend a personal opinion. ii. Explain a consumer choice. iii. Express a political perspective. iv. Present a solution to a workplace related problem.
06. Write to gather, synthesize, and communicate research findings.	a. Use and document a variety of technological and informational resources: <ul style="list-style-type: none"> - Avoid plagiarism through proper paraphrasing, quoting, and citation; 	i. Produce news articles, individual and collaborative-reports, brochures, proposals, critiques, and-multimedia presentations.

	<ul style="list-style-type: none"> - Consider motives, credibility, and perspectives of authors when selecting source materials; - Formulate thesis or focus and relevant support. 	
	b. Present research findings.	i. Write a research paper.
	c. Generate clear, concise, and informative technical documents.	i. Create reports, memos, brochures, charts, graphics, resumes, proposals, and/or advertising.

754. LISTENING.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listen for information and understanding.	a. Acquire, interpret, and apply information from a variety of electronic or live sources.	i. Demonstrate understanding of spoken directions, speeches, plays, advertising, lectures, personal conversations, and/or public dialogues.
	b. Use listening skills to gain enrichment and information about various cultures.	i. Listen and respond to the language, speech, music, folk stories, dramas, poetry, dialect, theatre, and other fine arts of various cultures.
	c. Demonstrate effective interpersonal listening skills.	i. Practice effective listening skills such as paraphrasing, appropriate body language, note taking, repeating, explaining, elaboration, outlining, and encouraging.
02. Listen for literary response and expression.	a. Interpret and respond to a variety of oral presentations.	i. Interpret oral presentations of narratives, stories, drama, and literary readings. ii. Evaluate Reader's Theatre or stage plays.
	b. Compare and contrast a variety of presentations.	i. Critique songs, poems, monologues, and dramatic presentations.
03. Listen for critical analysis and evaluation.	a. Make informed judgments about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.	i. Evaluate cultural performances, television productions, and/or speeches in relation to body language, diction, and tone.

755. SPEAKING.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Adjust oral language to audience: Appropriately apply rules of standard English.	i. Prepare and present a speech for a group of children.
		ii. Prepare and present a speech for a panel of community members.

	b. Create oral presentations that include the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.	i. Plan a persuasive speech that incorporates a clear thesis and supportive materials (statistics, personal anecdotes, and/or other examples). ii. Produce a “how-to” computerized presentation.
	c. Use oral communication for various purposes and audiences including which appropriately incorporate the following: - Word Choice; - Pronunciation; - Inflection/Modulation; - Physical Gestures; - Eye Contact; - Posture.	i. Solve problems within groups. ii. Give directions. iii. Memorize and present an oral interpretation of a poem, children’s story, monologue, and/or dramatic scene.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	i. Participate in a book discussion(s). ii. Present a multicultural story to a younger audience. iii. Share an original poem with an audience.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Debate an issue with political or cultural relevance.
	b. Encourage other’s participation, while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.	i. Conduct an interview. ii. Participate in a group discussion to brainstorm or solve a problem.

756. VIEWING.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Use traditionally non-print media.	i. Summarize information from a video, drama, advertisement, and/or computer presentation.
	b. Use viewing skills to determine main idea and collect data.	i. Outline and take relevant notes about an informational video.
02. View media sources for personal response and expression.	a. Explain, compare, and contrast relationships, idea, and cultures represented in various media.	i. View a television program and analyze for stereotyping and themes.

03. View media to engage in critical analysis and evaluation.	a. Make judgments about non-print media.	i. Analyze a political debate.
	b. Apply knowledge learned from charts and graphs.	i. Present a speech that informs or persuades that includes a chart or graph.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Produce effective visuals which include the following: <ul style="list-style-type: none"> - Essential messages and images; - Effective use of time, space, and organization; - Appropriate style, word choices, grammar, punctuation, and spelling; - Proper documentation. 	i. Produce a personal web page. ii. Design a yearbook page using photographs. iii. Give a speech that includes posters, charts, graphs, or transparencies. iv. Create a brochure, portfolio, video, or computer presentation promoting a product.